

To Be Clear: What Every Educator Needs to Know About Explicit Instruction

Webinar Transcript

[Slide 1 – To Be Clear: What Every Educator Needs to Know About Explicit Instruction]: Rebecca Zumeta Edmonds: And just a note about our webinar today.

[Slide 3 – Today’s Hosts]: This is cohosted by the National Center on Intensive Intervention and also the Division for Research from the Council for Exceptional Children where Sarah Powell, one of our presenters is the Committee Chair for Knowledge Utilization and where all three of the presenters today are members.

[Slide 4 – Today’s Webinar]: So, in today’s Webinar, we’ll be covering a few high-level topics. First starting with, “what is explicit instruction?” And you’ve heard probably a number of definitions of this or you may kind of have a general idea or some idea of some of the components. But, we will go more in depth about how we define it based on the research literature and the work that we’ve done and then also we will talk some about research that provides the basis for it; explicit instruction. And why we believe that it is an important instructional tool for students with disabilities in particular. But also, for students generally and students that may require intervention.

Then, we’ll talk a little more about the essential practices that comprise explicit instruction and take a deeper dive into those. We will also spend some time providing a preview of our free online course that is available on the NCII website that was developed with our partners and the University of Connecticut. And then our course, there will be subsequent courses coming soon that we can tell you a little bit about. And then finally, we’ll provide some examples of modeling and practice.

[Slide 5 – What is Explicit Instruction]: So, with that I’m going to turn it over to our first panelist, Sarah Powell who is from the University of Texas at Austin.

Sarah Powell: Alright, thank you so much Rebecca. So, I’m just going to talk for just a few minutes about what is explicit instruction. And then, I will turn it over to Devin Kearns who is going to into the nitty gritty of explicit instruction.

[Slide 6 – Webinar Materials for Download]: So, when we think about explicit instruction, there are several different terms that people use to think about explicit instruction. So, you might be familiar with some of the terms that are on this slide. So, for example, you might hear about systematic instruction, direct instruction and sometimes people refer to this as assisted instruction. We at the National Center on Intensive Interventions are going to use the term explicit instruction.

But, when we're thinking about explicit instruction we would like you to realize that we're talking about all of these approaches to instruction in which we are systematic to the approach that we provide for the student's instruction. We are very direct and that we are assisting students with their learning. Now, when we think about definitions for explicit instruction there are several different definitions that are out there. And in fact, it's really hard to find a consistent definition. And on the next slide.

[Slide 7 – Explicit Instruction]: We will look at some of the definitions that we have pulled from some pretty recent research related to explicit instruction. So, for example, Gersten and his colleagues; they say that explicit instruction involves a step by step plan that then is implemented for a specific set of problems. For example, a single skill. And then, students practice using these same steps that have been modeled by the teacher to solve different types of problems.

Charlie Hughes and his colleagues; they will talk about explicit instruction as making sure you're segmenting complex skills. Those are usually like focusing on one or two skills that a student needs to learn. And then after you figure out what you're going to teach, teachers use modeling or think-aloud's to show students how to work through problems. And then, as they do that, they systematically fade supports that have been put in place. And then they provide practice opportunities for students and then providing feedback to students as that goes along.

And then, Anita Archer and Charlie Hughes and their seminal book called Explicit Instruction, their definition of this is that there is a direct approach to teaching that thinks about both instructional design and the delivery of that instruction. So, in putting together the module that Devin Kearns is going to talk about for the majority of this webinar. Devin came up with a definition of explicit instruction which we can see here on the next slide.

[Slide 8 – Out Definition of Explicit Instruction]: And with Devin's definition of explicit instruction; I will just read this so that we all make sure that we're on the same page. But, it's a way of teacher where the teacher is going to select an important objective and then figures out a learning outcome for that objective. And then, the teacher designs structured instructional experiences explaining directly to the student. And then during this, the teacher models the skills that are taught and provide scaffolded practice to help a student achieve mastery in that academic area.

So, when we think about explicit instruction we focus on this because, there's a strong research base that supports this explicit instruction. So, on the next few slides I'll just highlight some of the research.

[Slide 9 – The Taxonomy of Intensive Intervention]: That says that we should be using explicit instruction for students that have learning difficulties or learning disabilities.

[Slide 10 – In Reading]: So, for example on the next slide this; these are just some screen shots from recent meta-analysis or synthesis that have been conducted in the area of reading. And both of the studies as well as numerous others; we will see that when they're looking at the collection of research that supports reading outcomes for students with learning difficulties the biggest thread that we see sewn throughout those different interventions is that the instruction is explicit for those students. So, that means that teachers are modeling different ways to do

different types of things in reading and students are engaged in authentic practice opportunities. Not only do we see this in reading but, we also see this in writing. So, on the next slide here, just a few.

[Slide 11 – Writing]: Some of the recent meta-analysis and synthesis related to Handwriting and writing. And one of the things if you read these articles or if you read some of the others in this area, they will talk about the use of explicit instruction. And that’s true even if they are doing something like self-regulated strategy development. Which is a very common strategy in Writing. Teachers explicitly model how to use those strategies and give students good practice opportunities to practice their Writing. Not only do we see this in Writing but, we also see this in the area of Mathematics.

[Slide 12 – In Mathematics]: So, here are a few syntheses that have been done at the elementary and secondary levels that have come out in the past few years. And across these syntheses they have identified explicit instruction as one of the primary components of effective mathematics intervention. And not only do we see this in reading, writing and mathematics but, there is also a recent synthesis that came out in science that talks about the necessity of explicit vocabulary instruction for students in science and you’ll see that on the next slide.

[Slide 13 – In Science]: So, basically across the research base, we see explicit instruction mentioned again and again. And it is for that reason that Devin Kearns and colleagues in conjunction with the National Center on Intensive Intervention developed a module focused exclusively on explicit instruction. And so, I’m going to turn it over to Devin.

[Slide 14 – Essential Practices: Deep Dive into Explicit Instruction]: And so that he can tell you all about what explicit instruction is and how explicit instruction should be uses. So, Devin, I’ll turn it over to you.

Devin Kearns: Sarah, thank you so much and Nick is going to; I’m going to share my screen here. Okay, so we’re now looking at my screen and I’m going to walk you all through some guides of explicit instruction to dive into as you see there. And so that you know, I am an Assistant Professor of Special Education at the University of Connecticut and I’m also on Twitter as you can see there.

[Slide 15 – Essential Practices: Deep Dive into Explicit Instruction]: So, the purpose of this today is to focus first on why explicit instruction is important. Sarah has already talked about what explicit instruction looks like.

[Slide 16 – Objectives]: And I’m going to go more into why that is really important.

[Slide 17 – Part One: Purpose]: And so here we go into that piece.

[Slide 18 – Focus on Explicit Instruction: Definition]: And so, when we focus on explicit instruction as Sarah already said, it’s a way of teaching. The teacher will select an important objective and they’re going to make sure to specify the learning outcome. They are then going to design instructional experiences that first include modeling, explaining directly and then using planned examples to model the skill that is being taught. And that involves practice both guided and independent. And finally, it involves a set of supporting practices that supports the explicit

instruction practices that helps students engage best in modeling and practice. But, we're going to focus today on the modeling practice component.

[Slide 19 – Focus on Explicit Instruction: Rationale for Using It]: Sarah has already talked a lot about research on this and you can see here some additional data from a variety of synthesis and direct articles that express that explicit instruction is very effective.

[Slide 20 – What is the Role of Explicit Instruction?]: So, what I want to do is talk about; to begin, why explicit instruction is so important for students who have intensive intervention needs. And the big point here is that when students are learning something new, there is a very high demand on their working memory. The demand on their working memory makes it very challenging for them to be able to take in all of the new information.

[Slide 21 – To Make the Point Further...]: I'm going to use sort of what I think may be an unusual analogy here to sort of illustrate the point. And so, it's about stones in a bowl.

[Slide 22 – Stones]: So, here's the bowl and there are the stones. And so, let me explain what I mean here. So, what I want to do is I want to talk about the bowl being; it could either be sort of these cookie cutter same size bowls. Think about that as maybe representing students with typical achievement. And then, this bowl; which let's say has the same volume. It's really a vase rather than a bowl.

But in this case, it's shaped differently. And so, the way into it is that by different, as you can see there. But, we can say that the volume is the same. Which basically means that students with intensive intervention needs are absolutely capable of learning the same things as their peers who have typical achievement. But, it might be in a somewhat different way. And that's what where explicit instruction comes in.

[Slide 23 – Stones]: So, we think about the way that we're going to teach students who need intensive intervention. We can focus on them as sort of having this narrow neck of the bowl where students with typical achievement sort of have this larger neck. And we can put it here in the middle and there you can see the little pebble. That is going to kind of represent a unit of knowledge. But, what you see those kids in need of intensive intervention, is that the bottles neck represent cognitive load. For students who need intensive intervention; often, such an intensive cognitive load when they're learning something new that they are not capable of getting the information. And so, the question then becomes, "how do we help both of these students?"

[Slide 24 – Stones]: In the case of students with typical achievement, we take some these examples of some sort of these items of knowledge. The instructional approach is to often is to sort of toss them towards them. In other words, to design the instructional experience where the students get to kind of experience things their own way. They get to sort of think about things in lots of different ways. They have lots of ways to interpret the content. And if you do it that way for those students, it ends up that they have lots of you know stones in the bowl as I said.

[Slide 25 – Stones]: When you look at students who need intensive intervention, if you use that same approach where give them a variety of experiences that aren't as structured. You end up

with; as you see here stones strewn around the bowl but not actually inside. And so, there's another stone. There's one more stone.

[Slide 26 – Stones]: And so, what we want to do instead is that we're going to choose an approach. We're going to very carefully put a stone in the bowl while it's hot. That means we're going to use explicit instruction to make very clear how all of the things that students are learning fit together. We're going to use the modeling and practice framework. We're going to use those supporting practices; in order for students successful. The ultimate result should be lots of you know; stones in the bowl.

[Slide 27 – Stones]: And there is a poem by Edna St. Vincent Millay where she talks about building a Carron of knowledge. And so, I think of these stones building a Carron of knowledge. You know; sort of this pyramid of understanding that we can get students through explicit instruction. There ends my strange analogy.

[Slide 28 – Part Two: The Online Course]: So, as Rebecca and Sarah already mentioned, we have a course on this that was designed by be with my colleagues here at UConn and with the assistance of Nick Jones at Boston University and of course the support of Rebecca and Teri Marx and their colleagues at the American Institutes for Research. So, I'm going to talk briefly about what the course is and how it fits into NCII

[Slide 29 – What is the Course and Why are you Doing it?]: This course is designed to be a set of modules that will help you understand explicit instruction. It's going to give you all of the components that I already mentioned in that graphic that you saw. And we did this because, as you know many students who need intensive intervention need a lot of support with explicit instruction. And there really aren't a lot of course available to sort of help you understand these things.

If you are or happen to be a university faculty member; often we don't have resources to think about. How to include explicit instruction? We talk about intensive intervention. And there's not a lot of information that fits into the data-based individualization frame work that you learn through the National Center. Because it's a really critical practice, we want to make sure that students have it.

[Slide 30 – How Does Explicit Instruction Fit into DBI?]: So, let me explain a little bit more how explicit instruction fits into the National Center's model of data-based individualization. For those who aren't familiar, data-based individualization is a way of providing students with a standardized Tier Two standard protocol intervention. And then using progress monitoring assessment and adaptations to improve student's outcomes. And we can think about explicit instruction in these terms.

So, we're going to talk about first; we have a program that we're implementing with fidelity. And then in this example, the student doesn't show adequate response. We then look at the student data. And we notice that the student shows some progress but not as much progress as we would like. And the teacher tries something simple; perhaps adding a few minutes of instruction. Maybe an additional half hour per week of instruction. With the thought that if they're already showing some progress then maybe a little bit of additional practice will help.

And then what we find in this case is that basically the dosage; the amount of time is the intervention that was used. And this is from the Taxonomy of Adaptations which as originally shown by Fuchs, Fuchs and Malone in a twenty seven article. And these are all sorts of different ways to think about intensifying instruction or ways to make adaptations. And in this case, the selected adaptation was dosage.

What we find in this case is that the progress was not sufficient. The student didn't do as well as we'd hoped. And what we do in that case is that we go back to the diagnostic component. And we analyze what might be the cause. And so, we look here, and we look at the student work samples and examples. The student seems confused.

It's not that the student doesn't understand anything, there's just sort of a pattern of scattered understanding. And we look at that and we might think; you know perhaps we need to change the student's; the instruction that the student is experiencing. So, it might not be in the end that it's the student who is having the difficulty on their own because they don't have enough time for example. It's because the method we've used to help them understand it is not adequate. And so, as a result, we use these explicit instructions and principles to improve student's outcomes.

[Slide 31 – Explicit Instruction Within DBI]: And we can do this in two ways. We can do it when we have a program or not. So, in the DBI model, we want you to have a secondary prevention program that you're going to start with. Because, programs for secondary prevention have a very good track record of improving student response. When you have a program; what sometimes you find is that the program doesn't do as good a job of setting up the students for success with explicit instruction.

It may have some great content but the skills might be jumbled together. It might not be clear what the expectations are. The lessons might be focused on activities rather than clear objectives. And sometimes, secondary prevention programs provide good content without explaining at all how they want you to teach. And in that case, explicit instruction principles should be imbedded even within an already established program.

In many cases, there aren't programs available. There are more and more programs being developed for lots of cases. But, particularly in high school and in some areas for example mathematics there aren't as many programs available. So, if you don't have a program you need to decide what to teach in an explicit way. And then you need to decide how you're actually going to teach it using explicit instruction. It's a tremendous amount of work but it's something that you'll have to do in order to provide students with support if you know that they need explicit instruction.

[Slide 32 – What are the Features of the Course?]: So, turning again then to the course. I want to walk you through a few of the features of the course and the features are listed here. We have videos to learn the content, materials available to show you how; related to the videos. We have examples from real curricula built into the; into the course. We have examples of real classrooms and activities to help you cognitively process the information. And for those of you who might have a coaching role, there is also some information for you about how to support

your student teachers or professional learning community with this; with the explicit instruction course.

[Slide 33 – Videos to Learn All of the Content]: If you happen to be on the internet and you want to take a look at the course. You can see what I'm talking about here. This is from Module Five which is the first module of the ones on explicit instruction. We started with Module Five because the first four modules provide an overview of data-based individualization. That's explained on the Overview page for the module.

And the first thing that you see if you look at Module Five, is you have a set of videos. You can see them here and that's a video of me. Full disclosure about this course is that you will see a lot of me and so, now you can actually see me. That is what I look like right there on the screen. And so, you'll see a lot of videos of me. You've seen me talking about the stones in the bowl and so you can watch that again. But, there is a lot of detail built into those videos to help you understand how all of this works.

[Slide 34 – Materials Directly Related to All of the Videos]: Along with the videos, we have two additional supports for you. One is that it says here on this slide towards the bottom complete slide deck. By which we mean that all of the slides that I present on the screen are available for you to use. You can use them as a part of a professional leaning community. If you're a teacher, you can use them, as a faculty member. These are available for you to use for free as much as you want in order to make people better understand explicit instruction.

You will also see there a workbook. The workbook aligns directly with all of the videos. And what the workbook allows you to do is to follow along with the videos as you learn. So, it helps you to maximize your cognitive processing of the content. And I want to recommend to you that if you decide that you would like to begin doing some of the course, the best thing to do to help you understand it is to watch the videos in order and use the workbook to help you through it.

And we actually recommend that you print the workbook or that you make a PDF of the workbook; oh, it is a PDF and you can make something that you can write on. So, you can actually do the activities which involve things like guided notes to help you process the content.

[Slide 35 – Examples from Real Curricula]: In terms of examples from real curricula. Here's an example of me talking about a curriculum in which it was described to students on how to do a particular kind of Mathematics. And then we gave examples of how the students might process that information within a lesson. And we talked about that. We anonymized them because we didn't want you know publishers and developers to feel like we were picking on anybody. So, but there are examples from real curriculum.

[Slide 36 – Built-In-Real-World Classroom Examples]: We also built in real classroom examples that involve not just grade examples but cases where there is a mixed sort of; by mixed what I mean is that it wasn't all grade practices. Sometimes, there were practices that weren't ideal. This here is one of the examples of one of the videos of a high school teacher working with students in need of intensive intervention. And some of this video shows very good practices and some of it does not. In addition to the videos, there are along with that examples of me talking more about these.

And so, you would watch the video; you would watch the video within the module. So, you actually watch me watching the video. You watch the video with me. And then what I do is, I actually sort of telestrate this much in the way that you would sometimes see people do. Like the weather people write on the screen or something or like they do for elections and football sometimes. And so, I actually illustrate or telestrate how the examples work so that you can; to help you process the content better. And so, there are some examples of what we discuss there in the modules.

[Slide 37 – Activities to Promote Cognitive Processing.]: There are a variety of activities for all of the modules. And so, this is an example of the kinds of things that are included. So, for example you have the videos, you have the workbook. You have an article for this module that we strongly recommend you read. It's by Martin, 20116. And he talks about load reduction and instruction that helps students with their working memory challenges that they often have.

There's a great article and we talked about it in the module. But you also might want to read it on your own. We have teacher demonstrations that I'll show you shortly. We have those examples of curricula. We also designed quizzes for those of you who are teaching other teachers or teaching in a university setting.

We have discussion board posts that you can use. We have journal entries that align with classroom application. And so, if you're intending to do this in a classroom we have an opportunity for you to think about how to match those things up. Okay so, that's an example of all of those activities there.

[Slide 38 – Options for Coaching to Support the Course]: For those of you who are working in an environment where you might be a coach. You might be instructional coaches in the school. You might be the instructional lead on; in a professional learning community. You might be a faculty member at a university who provides support to teachers. You might be you know a student teacher supervisor.

In any of these cases, we have a set of coaching materials that are designed to be interactive and not evaluative based on checklists of content rather than on some sort of subjective term like I like that lesson. And they are directly targeted to support the module content. And they combine both virtual and in person activities that you can do. So, if you're a coach who is far away from your teachers not everything has to be done in person. It's designed to be done in a variety of ways.

And that part of this work was designed with the support of the Bristol-Warren Regional school district in Rhode Island. The Director of People and Personnel Services, Leslie Anderson was instrumental in not only coming up with some of the ideas for some of these modules but also in supporting us in testing them out. So, we've actually tested both the in person and the visual components of the coaching. And so, we know that this can be effective in supporting students. And basically, we have; this is collaborative work to further develop what we're doing.

[Slide 39 – Part 3: Modeling & Practice] So, I want to move now into describing the modeling and practice framework that we have and giving you some examples of some of the things that you will experience if you decide to do the course. This is a little bit of a preview.

[Slide 40 – Clear Objective]: I'll start by reviewing the components of our model. So, it all begins with a clear objective. We talk about having an important focus for example on standards and on student IEP objectives. And then providing a specific learning outcome so that you know specifically what you want to teach. Making sure that you provide a very clear objective that has a behavioral objective linked to it; a behavioral learning outcome linked to it so, that it's clear what the students will do at the end of the lesson.

Once you come up with an objective, you have your modeling. That will involve coming up with a very clear explanation of the concepts that you're going to be covering and then providing students with planned examples. Examples of how the clear explanation is done in practice. And then, we come up with practices. We will have students do with guided practice or independent practice. And we can do either of those or we can do both of those.

And you know this; those of you that are familiar. This fits into an I do, we, you do framework. We have termed it just modeling and practice because we know that sometimes we need both guided and independent practice. But, sometimes we need only one and we didn't want folks to feel like they always had to do both in order for it to be successful. It's just an entire practice framework.

And finally, we have supporting practices. Supporting practices are a set of things that you would do across modeling and practice. That's why it's there underneath both of these that are going to help the students process the content. We have ways to get; to help students to respond frequently. We have ways; we talk about ways to provide immediate feedback. And we talk about ways to keep the lesson moving so that students will be able to maintain their processing of the content. So, now I'll turn to actually one of the components which is modeling.

[Slide 41 – Checklist: Modeling]: For every part of this as I mentioned, we have a checklist that goes with it. So, the checklist specifies sort of the kinds of behaviors that we want to see when you for example here, give a clear explanation. Model those examples and then use the supporting practices underneath them. These are the things that they expect you to do for modeling.

[Slide 42 – Clear Explanation]: I want to give you one example of this which is with clear explanation. And the criteria that we have for clear explanation are that it has to be accurate. Meaning that it specifies all of the critical elements of what's being learned. It doesn't include anything that is incorrect. It also has to be complete and include everything that's necessary for the skill.

It needs to match whatever the learning outcome is. Whatever you decided that students will do at the end. What you're explaining needs to match that exactly. And finally, you don't leave students to figure things out for themselves.

So, on the left side of the screen you have an example here. This I from a resource provided by NCII. You may know that NCII provides examples of activities that you can do for Language Arts and Mathematics to support students understanding of those things and here you can see an example of a math lesson. So, I'm going to read this to you so that we can all read along. So first we have the object.

The student will add three-digit numbers with or without regrouping using the standard algorithm. And that is the one that many people are familiar with. There are other algorithms, but this is just a standard example. So, first you add the ones and if the answer is more than nine you regroup. Write the ones answer then add the tens if the answer is more than nine and regroup. Write the tens answer and then add the hundreds if the answer is more than nine and regroup and then write the hundreds answer.

So, now we can look at that in terms of our criteria. First, is that accurate? While I'm not an expert in mathematics but my colleagues in mathematics; including Dr. Powell. Assure me that this is not incorrect and there's nothing about this that is wrong. I got this from the NCII website, so I think that is should be accurate. Sarah, is that correct? She's muted but maybe she can tell us.

Sarah Powell: That is correct Devin.

Devin Kearns: Thank you, okay good. I'm glad I got that right. And then the second thing is this complete? Does it include everything that students need to do? And absolutely in this case, all of the steps for regrouping with a three-digit numbers are included. It matches perfectly. And students are expected to figure things out for themselves right.

So, with a complete explanation, you have to include all of the critical elements, match the learning outcome and not have students intuit anything. In this case though, you would have to be sure that students already understood place value and basic regrouping with two-digit numbers for example. So, this would be a continuation of that.

[Slide 43 – Lead Teacher Demonstration Modeling Planned Examples]: So, I want to turn then to an example of this. So, I want to show you two short videos, and these are our lead teacher demonstrations. We have a teacher who is going to create an imaginary lesson where there are no students. And we're going to see whether or not she then does modeling. So, I've moved here not from the practice onto modeling because I want to give us just a short example of each of these.

So, with modeling; our criteria here in the purple box say that it needs to show; the modeling needs to show all of the steps or needs to provide unique examples. If you show all of the steps, if it's a procedure you provide a unique example. If it's knowledge like vocabulary or content that you're learning you always verbalize what you're thinking. You say out loud what you're thinking. And then you have student observe but not do the work.

So, we're going to look at Ms. Leonard's example. This is Caitlin Leonard and she is a doctoral student here at UCONN and she will be graduating soon. And we've been very lucky to have her.

[Slide 44 – Modeling Planned Examples: Does Example 1 Meet Criteria?]: So, we're going to take that example and we're going to look at two videos now to see if she does a good job with modeling according to the criteria that you see right there. So, let's watch the first video.

[Slide 45 – Modeling Planned Examples: Example 1]: (*Video Caitlin Leonard*): We just learned that the that the sound spelling of A consonant E makes the long A sound just like we

hear in cake. Now, we're going to practice reading words with the sound spelling of A consonant E. Step one, we're going to identify a pattern. In step two, we're going to read the word. I'll show you how to read the first three words.

Identify pattern, A. Read the word, cake. A, tape. A, save. Now, it's your turn to practice reading the words.

Devin Kearns: Okay, so that's our first example.

[Slide 46 – Modeling Planned Examples: Does Example 2 Meet Criteria?]: Let's look at a second one to see again if Ms. Leonard meets all of the criteria for modeling. So, watch this example.

[Slide 47 – Modeling Planned Examples: Example 2]: (*Video Caitlin Leonard*): We just learned that the magic E can make the letter A say the long sound just like we hear in cake. Let's practice reading some words. Who can read the first word for me?

[Slide 48 – Lead Teacher Demonstration Modeling Planned Examples]: Devin Kearns: Okay, so now let's take a look at those examples and let's contrast whether or not she met our criteria for modeling and you can see them at the bottom. So, in the first example there; did she do all of the steps? Yes, there were two steps and she showed both. Did she verbalize her thinking? Yes, she did.

She did that out loud for the first example. She did not continue to do that but, she didn't feel that the students needed it in this case; the imaginary students needed it. And then, she did not; she had the student observe. She did not have the students do any of the work. So, that would be an example of good modeling.

In example two, she provided an explanation, but she didn't provide a procedure for how to do it. And so, as a result, students aren't going to be confident that they know how to do that. She also did not say anything about her thinking. And then she had the students immediately do the work.

And I would say that one of the things I see most often and it's a problem is that people will have student do things before they're ready. They'll immediately move from a very brief explanation like we saw here without verbalizing and immediately have students practice in that way where they ask students one at a time what they think about things. And that's not what we want to see.

[Slide 49 – Checklist: Practice]: So, moving on to practice. This is a long list of things that constitute practice that I am not going to go through in detail. I'm going to read just the five big boxes there. First, you need to decide what type of practice that you need. Do you guided or independent or both?

Then you want to make sure that you provide practice that's directly aligned with your learning outcome and you want to make sure that students will be successful with it. In guided practice we often recommend eighty-five percent accuracy. In independent practice ninety to ninety-five percent accuracy. Then we're going to provide either guided or independent practice.

And then at the end we make strategic decisions about what to do next. For example, will we move onto the next skill? Or, will we expand student's thinking by perhaps using a different type of instruction; not explicit instruction to expand student's understanding? And that strategic decision is up to the teacher.

[Slide 50 – Classroom Lesson Example: Guided Practice]: So, let's look at the guided practice component of this for a moment. So, here you can see that the learning outcome for this lesson that we're going to watch is that the student will correctly segment spoken words orally and identify each sound with a token. And the teacher is going to provide guided practice and we're going to see if she follows these steps. Whether she leads students in the steps towards the learning outcome? So, does she do the steps one at a time?

Then, does she provide appropriate prompts? Does she prompt students for what to do before they are required to do a certain step? And then finally, does she observe and provide that immediate feedback?

[Slide 51 – Guided Practice: Does this Lesson Meet Criteria?]: So, we're going to look at a video of this teacher doing this. And I want to acknowledge that this video came from a research project by Barbara Foreman and colleagues at the Florida Center for Reading Research. These videos are available through her project and the link to that is at the bottom of the screen as is other information about that project. And we were very grateful for Dr. Foreman and her team for providing us access so that we could include them in these for you. So, let's take a look at that teacher example.

[Slide 52 – Guided Practice: Classroom Lesson Instruction]: Video Instructor: Your first word is tea. Say tea; tea. Hold up one finger for each sound that you hear in tea; tea. Now, touch your chips and move them as you say it each time you hear a sound in tea; tea. Now, touch each chip and say the sounds in the word. Use your finger and track and read the word.

Devin Kearns: Sorry about that.

Video Instructor: Good job. Alright, and next we're going to clear your chips. The next word that we're going to do is sun. Say sun; sun. Say each sound in sun and hold up one finger for each sound that you hear; sun. Okay, now move a chip for each sound that you hear in sun; sun. Okay, now we're going to touch each chip and say the sound that you hear in the word sun; sun. Now use your finger to track and read the word sun.

[Slide 53 – Classroom Lesson Example: Guided Practice-Review]: Devin Kearns: Alright, so let's look; let's talk about that video now and whether or not this met our criteria. So first, did she lead students in steps toward the learning outcomes? She did, that's exactly what she does. That is a good meeting of the criteria. Then, did she provide appropriate prompts? She provides very brief verbal prompts for the students and she sometimes as you can see in the picture here, she points at the mat or makes other gestures to support the students with prompting.

And then in terms of observing and providing immediate feedback, she's observing. She doesn't actually provide immediate feedback to the students that specific. But, she's clearly observing. Since she's not seeing any mistakes maybe it's adequate for her to say good job. I would; I

might suggest that she occasionally compliments students specifically for what it is they're doing.

[Slide 54 – Representation of Explicit Instruction]: So, now we've had a chance to look at the guided; both the modeling and the practice. And I want to give you an opportunity now to see if you can put all of these pieces together based on what we've talked about so far. So, some of you may not be able to recognize this picture. This picture is distorted; it's not exactly a good picture of Dr. Archer.

But, this picture; this is Dr. Archer, she's a faculty member. She's not a faculty member; she wrote a very influential book called *Explicit Instruction* with Charles Hughes. She has a website explicitinstruction.org that some of you may know. And we highly recommend that book to you. And we're also grateful to Dr. Archer for allowing us to use her videos as a part of this Webinar and as a part of the course. We chose examples from her videos several times throughout the course.

So, in this example; this a very short lesson using explicit instruction. And what you'll see here is that she's going to have the students use a response format. She's never taught them before. So, she's an expert on explicit instruction and does demonstration lessons in schools. This is an example of her explaining to a classroom for the first time; these students are not hers. How she wants them to respond to her and she'll say that in the beginning.

So, that's her objective and what I would like you to do is look at how well she's using out cycle of explicit instruction. Is she using clear explanation modeling? And then, is she using practice appropriate to the student's needs? And the other question for you is if she's using supporting practices? But, we're not going to focus on that now. I'll say more about that after we watch Dr. Archer.

[Slide 55 – A Real Classroom Example]: So, here is the classroom example with Dr. Archer.

Dr. Archer: Are you ready? You're ready, you're ready. Lay down one more time and one, two, three. You're ready. You're perfect, you're perfect; excellent. Now, here's is something that I do that may be a little bit different than your teacher. And that is when I ask a question, students in my class don't raise their hands. So, when I ask a question are you going to raise your hands yes or no everybody? No, no; unless I say raise your hand. So, everybody raise your hand. Then you can do that.

But, here's what we're going to do instead. When the answers are very short we're going to 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 here you'll say the answer. Got it? Okay, good job sitting up.

So, get ready. So, everybody what day of the week is it? Everyone it's? November. The day of the week is Friday, I can't believe that you would forget that. Let's try it again. So, what day of the week is it? Think, no, think. Everyone, Friday. Now, let's practice that again.

Remember this is think, you don't say it until I lower my hands like this okay. So, what day of the week is it everybody? Friday, alright. Of course, tomorrow it will be? Saturday, I didn't

fool you. And after Saturday? Sunday, perfect. That's perfect, that gives everybody and chance to think, you are so good.

Devin Kearns: Okay, so that's a great example of our explicit instruction framework. Now let me talk through this in terms of our criteria. So, in terms of clear explanation, did she give a clear explanation of what she expected the students to do? Yes, and that's the learning outcome because she wanted them to respond when she held down her hands and she explained that specifically. It was correct, it was clear, and it was concise. It didn't take her a long time to say it and she used that same explanation consistently.

Did she model multiple examples? Yes, she provided examples to the students. At first, they didn't quite get it and I'll say more about that. But, then she provided examples so that they would understand how to do it. She told them what she wanted them to do and she had students observe her doing that.

Then looking at practice, you can see there that after she explained it, she moved immediately to independent practice and asked the students to do it. Which is where she got the response November. Less important than that is that the students didn't all respond at the same time because they hadn't fully understood what to do. So, you saw then Dr. Archer return to guided practice and she reminded the students of the procedure and then had them do the step that constituted the procedures.

So, she gave a reminder. She gave a prompt and then she had the students do it. And she gave immediate feedback both throughout and you can see right there at the last sentence where she did a great job of summarizing what the purpose of this was and why it was helpful for students to do that. So, it's a great example of how modeling and practice fit together.

[Slide 56 – Supporting Practices]: Underlying all of this as I said are supporting practices. There are three supporting practices that we're going to talk briefly about. One is to use different methods to elicit frequent responses. The second is to provide immediate specific feedback. And then the third is to maintain a brisk pace.

[Slide 57 – Engagement]: And the purpose of these is to promote engagement okay. So, there is; this is the worst joke. I need to get rid of these slides, this is terrible. Just bear with me for a second. So, there you see in the middle there is a ring; an engagement ring. Okay, the other thing that we often think about with engagement is students doing fund stuff like bells and whistles. Sorry again, this a terrible joke.

But, bells are kind of fun things that you might do. You know students are more engaged when they're doing something kinesthetic people think and so on. And so, having kind of fun gets mistaken for engagement. Of course, having fun is really great in school but that's not the same thing as engagement. So, engagement is not a ring, engagement is not bells and whistles. Engagement isn't just having fun in school.

[Slide 58 – Defining “Engagement” & “Supporting Practices:]: What we mean by engagement, is we mean engagement is when students' cognitive effort is focused on processing the lesson content. In other words, as you're teaching something; as students are learning

something, everything that they're thinking of is focused directly on what it is that you want them to understand. And there are a variety of ways to do that.

And the supporting practices are techniques that maximize student engagement. Ways to support students that we know from much; from extensive evidence are helpful for students to best learn the content. I haven't put into this presentation examples of supporting practices because I didn't think that we would have time. Although, I think we do.

[Slide 59 – Wrap-Up]: But I will; I'll close with just wrapping up important concepts about explicit instruction. First, that it's a research-based strategy as Sarah said. Second, is that it focuses; that it links to the idea that students need to reduce the cognitive load. Especially with students who need intensive intervention. And finally, we've designed based on theory and earlier research a simple model for you to think of about how to provide explicit instruction as well as a set of checklists to help you understand exactly what it might look like to do each of these things.

That is a wrap-up of sort of an introduction to our course about explicit instruction. What I just showed to you occurs over four parts of one module, that's module five. And then Modules Six and Seven we talk about the supporting practices. In model eight; excuse me in module eight, it puts all of the components together. So, that is what the course is about.

I want to strongly encourage you to try it out. As I already said in the beginning. The best way to do it is to download the workbook, print it out for yourself and start watching the videos in order. And sort of doing it as you would if you were a student. And that will give you an opportunity to see whether or not if this is a good fit for your class, if you're with a university or faculty member or an opportunity to see if it might work in a professional learning community that you're a part of or whether you're an instructional coach or something like that in a school or a district and whether or not this might help you as well. So, that is explicit instruction and I'll turn it back over to Sarah and Rebecca.

[Slide 60 – Questions]: Rebecca Zumeta Edmonds: Thank you Devin. This is Rebecca Zumeta Edmonds again and I am going to use this time to field any questions that folks may have. So, I'm going to; again, if you have questions for Devin, for Sarah or for myself please put them into the chat and we will be happy to respond to those. And so far, we have not received any questions from the field aside from; oh, there was one question about the length of each module. So, Devin do you think that you could speak to that?

Devin Kearns: Yeah, so the; so, each module has a set of parts to it. Each module has three or four parts. The modules; the first module has four parts to it. And each of the parts is about three hours. Some of them are shorter than that.

The idea was that we would provide you with enough content that this is something that gets you over the course of a semester. You don't have to do all of the parts but, we provided a lot of detail. And so, the videos are basically the bulk of the time spent in here. And so that's based on the length of the videos.

Rebecca Zumeta Edmonds: Great, and I'll; to make sure that folks understand as well. Part of the purpose of these courses; the modules and overall courses that are being developed is so that

they can be used as part of a graduate course or undergraduate course or with teachers who are taking part in a multi-series set of professional development. Or are doing teaching education or something of that nature.

So, they're not intended to be something that you would sit down and get all of the information in an hour or two. But, really these are things to kind of work through over time either with an instructor or potentially independently. But, more often it would be done with some kind of Professor or through professional development provider. So, all of that content is there for the person who is planning; who is planning to facilitate the course.

Are there other questions? I will give folks just another minute or so to put anything into the chat.

Devin Kearns: It was either so clear that they have no questions or, this is what you call stunned silence. I'm hoping it's the first one but who knows.

Amy Peterson: Hi Rebecca, this is Amy. I put a couple into the chat for you. One question was around the specific research for use with math interventions. And Sarah I don't know if you want to just touch base a little bit or just preview some of the math course as well?

Sarah Powell: Yeah so, all of the content that Devin talked about in terms of explicit instruction is applicable to Mathematics. I appreciate that he had a mathematics example there. And as a part of the courses that have been developed with the National Center on Intensive Intervention, I think the next one that's going to be released is specifically a course that if focused on Math. And pretty similarly to the explicit instruction course, that has; what did you say Devin? Four different parts to it?

Devin Kearns: Yep

Sarah Powell: Yeah so, that has four different parts. The math course will actually have eight different parts. And so, a lot of the focus is on explicit instruction. So, we also dig into assessment within a DBI framework. We're focusing on progress monitoring and math diagnostics.

We do some deep dives into content that should be included in math intervention for both whole number content and rational number content. And then we also talk about fidelity of implementation. And then adaptations to instruction when the intervention platform is not as beneficial for students as we would like it to be.

So, I am finishing up the finishing touches on that. And so, we hope that it will be released on the National Center website in just a couple of months.

Rebecca Zumeta Edmonds: Great, thank you Sarah. I saw another question come in just asking about; they are interested in the learning theory that the notion of explicit instruction is based on?

Devin Kearns: Yeah, that's a great question. So, explicit instruction I would say comes out of both a social cognitive perspective on learning and the behavioral way of thinking about

learning. But, I want to emphasize here that it's really a part of a continuum. So, here we focus on explicit instruction. And we focused on the idea that in that social cognitive theory of learning.

If you think about Bandura and Zimmerman are examples of people that are in that area. That they think about sort of goal orientations and reaching those goals. And so, in a structure like that. In a way of thinking about learning that way, this gives us a reason to focus very specifically on different types of tasks in order to give students tools to; to basically master concepts related to those tasks.

I would also say that it's behavioral in the sense that when you think about behavioral when you're thinking about learning. We're thinking about providing a stimulus and then a response to that or to have an antecedent or to have a behavior. And this is all about creating an environment in which we have a very structured set of antecedents, behaviors and consequences. By which I mean we have a set of procedures that we specifically follow and so it fits into that as well.

What I want to emphasize as well is that explicit instruction is, as I already said. It's only part of what makes for successful instruction. What I recommend to you again is the Martin article and the reason is that Martin talks the value of explicit instruction as a way of reducing cognitive load when you learn something for the first time. Particularly for student's who need intensive intervention, sometimes it can take a while for them to build those foundational understandings to reduce their working memory load adequately.

But once we reduce the working memory accurately, we can establish foundational concepts. It is absolutely appropriate then to move into a different form of instruction. For example, guided discovery learning actually has a track record of providing students success. In the even that one, students have the foundational knowledge and two, the teacher provides clear guidance. Just creating a discovery environment does not have good evidence.

But, what I want to emphasize here is that not always with explicit instruction. But, that you use explicit instruction as a tool to provide that foundational understanding on which students can then build a greater and broader understanding. And learn to use things in flexible and different ways. Explicit instruction provides that foundational framework.

Rebecca Zumeta Edmonds: Thank you Devin. There was just one other question that came in in reference to the videos from the Florida Center for Reading Research. Are those also available in module five?

Devin Kearns: There are several of those videos in module five. Actually, most of those videos occur in module eight. Module eight is a module in which we put everything together. We take all of the checklists and we work through them in parts. And so, the videos are there.

If you download the workbooks, the links to each of the videos is underneath the video itself. So, you can look on there and you can get the link directly from that. They are there, they have a YouTube channel that you can go to. I can't think of the name of it at the moment. But, they're all available if you look at the citation on the Power Point.

Rebecca Zumeta Edmonds: Great, one more question that came in. It is, how much importance do you put on teachers explaining steps and definitions before modeling as opposed to modeling and expecting students to guess the important things that the teacher is doing?

Devin Kearns: Well, I can go back to one of the items on the checklists. When we look at the; when we look at the modeling component, the third criterion is to have students observe the model. So, when you're modeling or explaining something new, it is essential that students are simply observing. And they are not being asked to do the work. Because if you have the students do the work during model, they may not be competent and understanding of it. We are increasing the working memory load on them and the result is that students won't get the concepts.

An example of this is one of the things that I see teachers say sometimes is that they'll introduce a new vocabulary word. You know a student teacher I once saw said, what is; you know it was a lesson on congruence. And the teacher started off by saying "what do you think congruence means?" And the students had no idea, there was no response from the classroom. Another example might be that the teacher starts with a KWL chart and asked students, "what do you know about the Roman Empire?" And there are crickets because, the students don't know anything about the Roman Empire.

And so, the goal in explicit instruction is to provide the information in the beginning. It is in fact about telling the students things on the outset. Which in some places is you know controversial? I've heard you know teachers say to me when we've done this type of work that they might need to get permission actually to do some of this explicit instruction. But, the data are incredibly clear that this is an effective practice. This is effective for students in general and it's definitely effective for students who need intensive intervention.

So, in response to the question that the person asked. So, we have the students figure it out themselves? Absolutely not, we're going to have students observe instead of providing the; you know we will have them observe and then we're going to have them do it. And you saw in Ms. Leonard's video in the first example. She showed them what to do, she didn't make the students guess for it.

Rebecca Zumeta Edmonds: Great, thank you. Sarah, this one; Dr. Powell, this is a question for you.

Sarah Powell: Yeah

Rebecca Zumeta Edmonds: How do you see explicit instruction within a project-based learning environment?

Sarah Powell: Okay, this is a good question and Devin has kind of touched a little bit on this in terms of some of his answers through some of the explicit instruction questions. So, the thing that is necessary for students if they are participating in a project-based classroom or learning environment or something that's a little bit more inquiry based which we often see in mathematics classrooms. It is that students need to have a set of foundational skills in Mathematics in order to participate successfully in that environment.

Devin just talked a little bit about this in his last response. And so, when we think about you know, these are sort of the; these are the activities or the things that we want students to participate in. If students don't have you know an underlying threshold where they can actively participate, we need to provide explicit instruction on those foundational math skills in order to help students to be successful in that type of classroom environment. And so, as Devin said really explicit instruction can; is not the only method of instruction that we are talking about.

But, it for those students who have experienced difficulty in Reading or Mathematics or Writing or Science. And what we are doing is trying to help those students understand the basics and the fundamentals of those skills so that they can move; go on and participate in General Education classroom environments successfully. So, there is a role for explicit instruction within classrooms that are focused on project-based learning as there is a role for project-based learning in the; you know in the educational program for most students in schools in the U.S.

Rebecca Zumeta Edmonds: Great, thank you Sarah. At this point, I don't see any other questions. Why don't we give about one more minute for anyone to enter anything else into the chat box?

Amy Peterson: I just wanted to make one more clarification, this is Amy. On the main landing page if you're there where the main landing page with the text and the four boxes of the different modules. To get to the specific pages for each individual module you will click on the link within that box for that module. So, you'll see the module up there. Click on that link and you'll see the page where Devin had some screen shots up on Webinar that included the picture of him and then the video and the related resources and all of that. Each of those individual modules have multiple parts within them and then a lot of different components underneath them.

So, you will go to the individual module pages to get the bulk of the content including the workbook and the Power Point slides for each of the individual modules and all of that. So, the main landing page includes those four modules in the courses; in the whole course and then each module page has all of the components underneath that.

Rebecca Zumeta Edmonds: Great, thank you Amy. At this point, I don't see any other questions coming in so, I will; we will go ahead and wrap up. And I would like to thank my; our presenters today. Dr. Devin Kerns and Dr. Sarah Powell. We really appreciate your time and attention to topic and all of the work that you've done to create these great online courses. Again, today's focus.

[Slide 61 – NCII Disclaimer]: Today's focus was focused on instruction.

[Slide 62 – Thank You!]: But, we do have another one coming very soon that will focus specifically on mathematics. And so, we look forward to sharing that with you as well.

Amy Peterson: And if you have any questions that come up after today's webinar.

[Slide 63 – National Center on Intensive Intervention]: **Rebecca Zumeta Edmonds:** Don't hesitate to contact either Dr. Kerns or Dr. Powell at their addresses that are included on the slides at the end or directly to NCII at AIR.org. And we will be happy to work on getting answers to your questions.

Amy Peterson: And this is Amy one more time. And I just wanted to highlight that we will be posting the recording for this Webinar as well as the slide from today's webinar up on the NCII website as soon as we possibly can. It might take about a day for us to download and clean up the recording. But, we should have that up and available for you if you want to share it with other people or access the slides or any of that.

So, that will be up there. Just go ahead and if you can't find it, we'll put it on the home page in that carousel. But, if you have any problems tracking it down, use the search and look for explicit. If you type that in, you'll get all of the explicit instruction course content as well as this Webinar and anything else that comes up on this series.

Rebecca Zumeta Edmonds: Great, thank you very much Amy. Thanks to everyone and have a good rest of your afternoon or evening depending on what time zone you're joining us from. Take care.

[End of Transcript]