

The Magic is in the Instruction

**Ohio Literacy Academy
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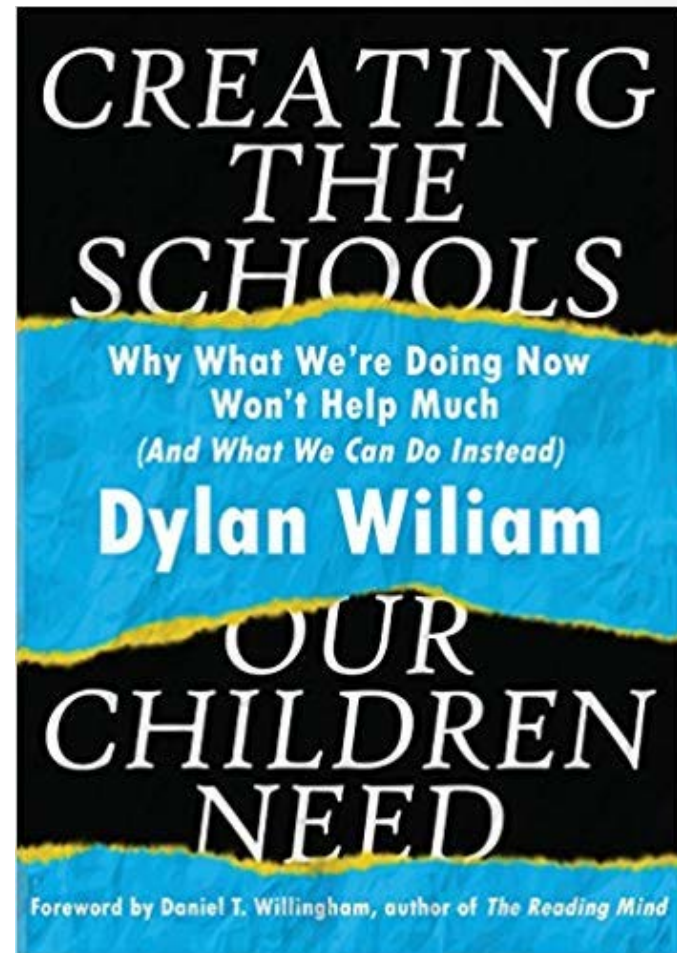
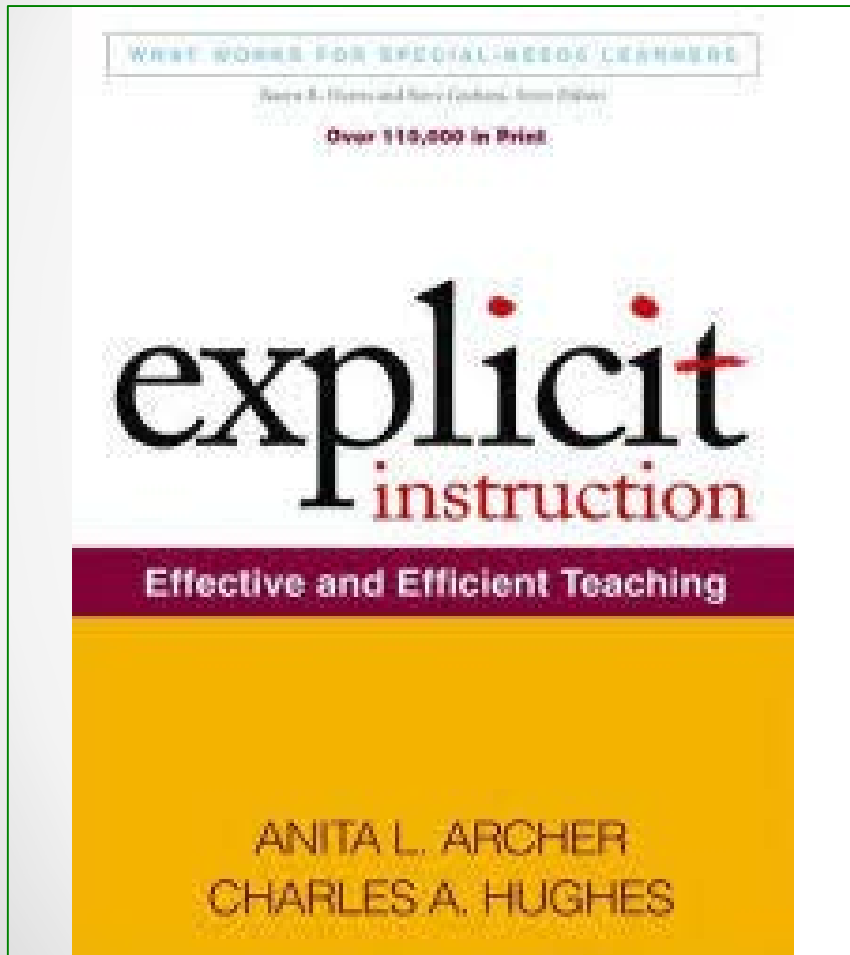


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Resources



Quality Instruction

The quality of teachers is the single most important factor in the educational system. Wiliam, 2018

Reworded

The quality of **TEACHING** is the single most important factor in the educational system.

Quality Instruction

Students in 2nd grade

Student

Teacher

Outcome

50th

3 years with
high performing teacher

90th

50th

3 years with
low-performing teacher

37th

Sanders and Rivers, 1996

Quality Instruction

Benefits of high teacher quality greater for low performing students than higher performing students.

Slater, Davis, and Burgess, 2008

Reworded

Benefits of quality **TEACHING** greater for low performing students than higher performing students.

Quality Instruction

“The quality of an education system cannot exceed the quality of its teachers.”

Barber and Mourshed, 2007

Reworded

The quality of an education system cannot exceed the quality of the **TEACHING**.

Explicit Instruction and Discovery

Not an either or - but a when.

Explicit Instruction	Discovery
Little or no background knowledge	A great deal of background knowledge in the domain
History of difficulty or failure	History of success

Outcome

Learning

Learning

Learning

Learning

'No system or district in the world has made significant gains for students without a relentless focus on the learning and teaching process.'

Fullan & Quinn, 2016

Explicit Instruction

Every day, in every class, in every lesson, we will:

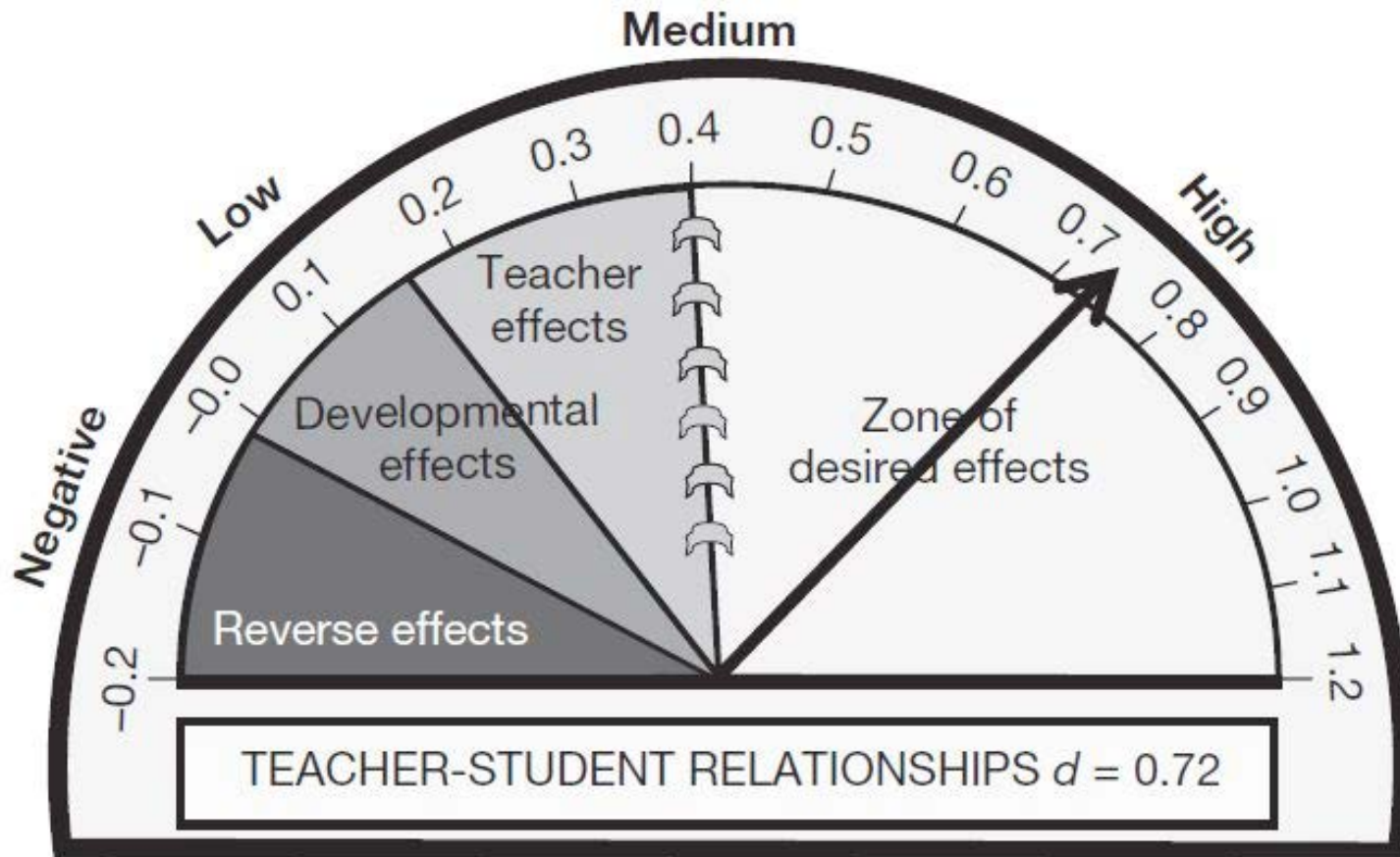
1. Focus **LEARNING** on **critical content**.
2. Clearly communicate the lesson's **goal** to promote **LEARNING**.
3. Provide quality, **engaging instructional lessons** that yield **LEARNING**.
4. Actively **involve all students** in responding throughout the lesson, making **LEARNING** visible. Carefully **monitor students' responses**, adjusting the lesson as necessary to ensure **LEARNING**.

Explicit Instruction

Every day, in every class, in every lesson, we will:

5. Carefully **monitor students' responses**, adjusting the lesson as necessary to ensure **LEARNING**.
6. Provide affirmative **feedback** (praise) and informative feedback (corrections) to support **LEARNING**.
7. Provide **deliberate practice**, **retrieval practice**, and **spaced practice** to ensure retention and **LEARNING**.
8. Utilize **management procedures** that support students and teachers, thus facilitating **LEARNING**.
9. Intentionally establish **positive teacher-student relationships** that support **LEARNING** in the classroom.

John Hattie (2016)



Explicit Instruction – Quality Instruction for All

1. Focus **LEARNING** on critical content.

Decoding

Print Concepts

Phonological Awareness

Phonics and Word Recognition

Word Knowledge (Sight Vocabulary)

Fluency (Accuracy, Rate, Expression)

Explicit Instruction – Quality Instruction for All

1. Focus **LEARNING** on critical content.

Language Comprehension

Background Knowledge

Academic Vocabulary

Inferential Language Skills

Academic Language Skills

Narrative Language Skills

Explicit Instruction – Quality Instruction for All

Big Idea #1. Focus **LEARNING** on critical content.

Motto: *Teach the stuff and cut the fluff.*

Explicit Instruction – Quality Instruction for All

2. Clearly communicate the lesson's goal to promote **LEARNING**.

Hattie Effect Sizes

Learning Intentions	Hattie Effect Sizes
Learning Goals vs No Goals	0.68
Clear Goal Intentions	0.48
Appropriately Challenging Goals	0.59

Vocabulary - Example

Learning Intention:

Students will understand the meaning of key vocabulary words and use the words correctly.

Content: Vocabulary Words from *Arctic Expedition*

Vocabulary - Example

Success Criteria

Students will:

- Select correct vocabulary word when given word meaning.
- Generate sentences that accurately include vocabulary terms.

Check for Understanding

1. frigid
2. treacherous
3. triumph
4. uninhabited
5. expedition
6. labor
7. dismantled

Check for Understanding

1. frigid
2. treacherous
3. triumph
4. uninhabited
5. expedition
6. labor
7. dismantled

Write a sentence that includes the words *uninhabited* and *frigid*.

Sentence Checklist

_____ My sentence is a complete sentence.

_____ My sentence makes sense.

_____ My sentence begins with a capital letter.

_____ My sentence ends in a period.

_____ My spelling is correct.

_____ My handwriting is neat.

Explicit Instruction – Quality Instruction for All

- 2. Big Idea :** Clearly communicate the lesson's goal to promote LEARNING.

Learning Intention: *Where am I going?*

Success Criteria: *Am I there?*

Motto: You cannot come out without an outcome.

Explicit Instruction – Quality Instruction for All

3. Provide quality, engaging instructional lessons that yield **LEARNING**.

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- Utilizing **explicit instruction** procedures.

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	Hattie Effect Size
Explicit Instruction Procedures	0.57
Direct Instruction	0.60
Mastery Learning	0.57

Explicit Instruction – Quality Instruction for All

3. Provide quality, engaging instructional lessons that yield **LEARNING**.

- Utilizing **explicit instruction** procedures.
 - **Modeling** concepts, skills, and strategies clearly in a step-by-step fashion. **I do it.**
 - **Guiding** students in initial practice of concepts, skills, and strategies. **We do it.**
 - **Checking understanding** of concepts, skills, and strategies. **You do it.**

I DO IT.



We do it.



You do it.



Distributed Practice



Explicit Instruction – Quality Instruction for All

Big Idea 3. Provide quality, engaging instructional lessons that yield **LEARNING**.

I do it.

We do it.

You do it.

I do it.

We do it.

You do it with partner.

You do it.

Motto: *How well I teach = How well they learn*

Explicit Instruction – Quality Instruction for All

4. Actively involve all students in responding throughout the lesson, making **LEARNING** visible.

Elicit Frequent Responses

Verbal Response Procedures

Structured Choral

Structured Partners

Teams/Huddle Group

Individual – Random

Discussion

Written Response Procedures

Types of writing tasks

Whiteboards

Response Cards/Response Sheets

Writing Frames

Action Response Procedures

Acting out/Simulations

Gestures

Facial Expressions

Hand Signals

Reading Procedures

Whisper Reading (Silent)

Echo Reading

Choral Reading

Cloze Reading

Partner Reading

Technology Responses

Computers, ipads

Clickers, Plickers

Benefits: **Learning – Rehearse – Retrieve – Retain**

Explicit Instruction – Quality Instruction for All

Big Idea 4. Actively involve all students in responding throughout the lesson, making **LEARNING** visible.

Motto: *Learning is not a spectator sport.*

Explicit Instruction – Quality Instruction for All

5. Carefully monitor students' responses, adjusting the lesson as necessary to ensure **LEARNING**.

Explicit Instruction – Quality Instruction for All

Big Idea 5: Carefully monitor students' responses, adjusting the lesson as necessary to ensure **LEARNING**.

Motto:

Look carefully

Listen carefully

Circulate and monitor

Walk around

Look around

Talk around

Explicit Instruction – Quality Instruction for All

6. Provide affirmative feedback (praise) and informative feedback (corrections) to support **LEARNING**.

Explicit Instruction – Quality Instruction for All

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	Hattie Effect Size
Feedback	.70

Explicit Instruction – Quality Instruction for All

6. Provide affirmative feedback (praise) and informative feedback (corrections) to support **LEARNING**.

Feedback to
Individual Students
During Lesson

P = Praise - Affirm

E = Encourage

C = Correct - Inform

Tell the answer

**Guide Student in Application of
Strategy or Procedure**

Explicit Instruction – Quality Instruction for All

Big Idea 6. Provide affirmative feedback (praise) and informative feedback (corrections) to support **LEARNING**.

Motto: *Feedback feeds back.*

Explicit Instruction – Quality Instruction for All

7. Provide deliberate practice, retrieval practice, and spaced practice to ensure retention and **LEARNING**.

Explicit Instruction – Quality Instruction for All

7. Provide deliberate practice, retrieval practice, and spaced practice to ensure retention and **LEARNING**.

Deliberate practice is goal-oriented practice consciously devoted to improvement of a skill.

Spaced practice (also known as distributed practice) is a learning strategy, where practice is broken up into a number of short sessions - over a longer period of time.

Retrieval practice is a learning strategy in which students must retrieve information from memory.

Explicit Instruction – Quality Instruction for All

7. Provide deliberate practice, retrieval practice, and spaced practice.

Practice	Hattie Effect Size
Deliberate Practice	0.79
Retrieval Practice	0.74
Spaced Practice	0.60

Example – Spaced Practice

Vocabulary – Core Reading Program

Monday	Tuesday	Wednesday	Thursday	Friday
Introduction of vocabulary for Passage A	Quick retrieval practice		Quick review and expansion of difficult words	
Introduction of vocabulary for Passage B	Quick retrieval practice		Quick review and expansion of difficult words	Game - Mixed practice of difficult words A and B
Introduction of vocabulary for Passage C	Quick retrieval practice		Quick review and expansion of difficult words	Game - Mixed practice of difficult words A, B, and C

Explicit Instruction – Quality Instruction for All

Big Idea 7: Provide deliberate practice, retrieval practice, and spaced practice to ensure retention and **LEARNING**.

Motto: *Perfected practice over time makes perfect and permanent.*

Explicit Instruction - Quality Instruction for All

8. Utilize management procedures that support students and teachers, thus facilitating **LEARNING.**

Create a well-organized safe environment.

Teach predictable routines.	<i>Predictability predicts ability.</i>
Provide clear expectations.	<i>What we expect = What we get</i>
Provide pre-corrections.	<i>If you expect it, pre-correct it.</i>
Provide acknowledgement.	<i>Catch them being good.</i>
Maintain a perky pace.	<i>Avoid the void for they will fill it.</i>

Explicit Instruction - Quality Instruction for All

8. Utilize management procedures that support students and teachers, thus facilitating **LEARNING.**

	Hattie's Effect Sizes
Behavioral intervention programs	0.62
Behavioral organizers	0.42

Explicit Instruction - Quality Instruction for All

9. Intentionally establish positive teacher-student relationships that support **LEARNING** in the classroom.

Explicit Instruction - Quality Instruction for All

9. Intentionally establish positive teacher-student relationships that support **LEARNING** in the classroom.

	Hattie's Effect Sizes
Teacher-Student Relationship	0.72

Explicit Instruction

Quality Instruction for All

Big Idea 9. Intentionally establish positive teacher-student relationships that support **LEARNING** in the classroom.

Motto: Connect. Connect. Connect.

Be kind.

Be kind.

Be kind.



Explicit Instruction

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How well you teach = How well they learn

How well you manage = How well they behave

Teach with passion. Manage with compassion.

Thank you

- **May YOU thrive as educators.**
- **May your students thrive as learners.**
- **May our schools be peaceful, productive havens for all.**
- **May we be kind to ourselves, to our fellow educators, and to the children that we have the gift to teach.**