The Magic is in the Instruction

Ohio Literacy Academy
March 18 and 19, 2019
Anita Archer, PhD
Author, Consultant, Teacher

Portland, Oregon
archerteach@aol.com
www.explicitinstruction.org
Resources

- Explicit Instruction
  - Effective and Efficient Teaching
  - Anita L. Archer
  - Charles A. Hughes

- Creating the Schools
  - Why What We’re Doing Now Won’t Help Much (And What We Can Do Instead)
  - Dylan Wiliam
  - Foreword by Daniel T. Willingham, author of The Reading Mind
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 2\textsuperscript{nd} grade

<table>
<thead>
<tr>
<th>Student</th>
<th>Teacher</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>50\textsuperscript{th}</td>
<td>3 years with high performing teacher</td>
<td>90\textsuperscript{th}</td>
</tr>
<tr>
<td>50\textsuperscript{th}</td>
<td>3 years with low-performing teacher</td>
<td>37\textsuperscript{th}</td>
</tr>
</tbody>
</table>

Sanders and Rivers, 1996
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.
“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.*

<table>
<thead>
<tr>
<th>Explicit Instruction</th>
<th>Discovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no background knowledge</td>
<td>A great deal of background knowledge in the domain</td>
</tr>
<tr>
<td>History of difficulty or failure</td>
<td>History of success</td>
</tr>
</tbody>
</table>
‘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**.
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)

TEACHER-STUDENT RELATIONSHIPS $d = 0.72$
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.
2. Clearly communicate the lesson’s goal to promote LEARNING.
# Hattie Effect Sizes

<table>
<thead>
<tr>
<th>Learning Intentions</th>
<th>Hattie Effect Sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goals vs No Goals</td>
<td>0.68</td>
</tr>
<tr>
<td>Clear Goal Intentions</td>
<td>0.48</td>
</tr>
<tr>
<td>Appropriately Challenging Goals</td>
<td>0.59</td>
</tr>
</tbody>
</table>
Learning Intention:
Students will understand the meaning of key vocabulary words and use the words correctly.

Content: Vocabulary Words from Arctic Expedition
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.
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.
3. Provide quality, engaging instructional lessons that yield **LEARNING**.

- **Utilizing explicit instruction** procedures.
3. Provide quality, engaging instructional lessons that yield LEARNING.

- Utilizing explicit instruction procedures.

<table>
<thead>
<tr>
<th></th>
<th>Hattie Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit Instruction Procedures</td>
<td>0.57</td>
</tr>
<tr>
<td>Direct Instruction</td>
<td>0.60</td>
</tr>
<tr>
<td>Mastery Learning</td>
<td>0.57</td>
</tr>
</tbody>
</table>
3. Provide quality, engaging instructional lessons that yield LEARNING.

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

Motto: How well I teach = How well they learn
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
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.
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
6. Provide affirmative feedback (praise) and informative feedback (corrections) to support LEARNING.
6. Provide affirmative feedback (praise) and informative feedback (corrections) to support LEARNING

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Hattie Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback</td>
<td>.70</td>
</tr>
</tbody>
</table>
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.
7. Provide deliberate practice, retrieval practice, and spaced practice to ensure retention and **LEARNING**.
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.

<table>
<thead>
<tr>
<th>Practice</th>
<th>Hattie Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliberate Practice</td>
<td>0.79</td>
</tr>
<tr>
<td>Retrieval Practice</td>
<td>0.74</td>
</tr>
<tr>
<td>Spaced Practice</td>
<td>0.60</td>
</tr>
</tbody>
</table>
### Example – Spaced Practice

#### Vocabulary – Core Reading Program

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of vocabulary for Passage A</td>
<td>Quick retrieval practice</td>
<td></td>
<td>Quick review and expansion of difficult words</td>
<td></td>
</tr>
<tr>
<td>Introduction of vocabulary for Passage B</td>
<td>Quick retrieval practice</td>
<td></td>
<td>Quick review and expansion of difficult words</td>
<td>Game - Mixed practice of difficult words A and B</td>
</tr>
<tr>
<td>Introduction of vocabulary for Passage C</td>
<td>Quick retrieval practice</td>
<td></td>
<td>Quick review and expansion of difficult words</td>
<td>Game - Mixed practice of difficult words A, B, and C</td>
</tr>
</tbody>
</table>

45
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.  
Predictability predicts ability.
Provide clear expectations.  
What we expect = What we get
Provide pre-corrections.  
If you expect it, pre-correct it.
Provide acknowledgement.  
Catch them being good.
Maintain a perky pace.  
Avoid the void for they will fill it.
Explicit Instruction - Quality Instruction for All

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

<table>
<thead>
<tr>
<th>Hattie’s Effect Sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral intervention programs</td>
</tr>
<tr>
<td>Behavioral organizers</td>
</tr>
</tbody>
</table>
9. Intentionally establish positive teacher-student relationships that support **LEARNING** in the classroom.
9. Intentionally establish positive teacher-student relationships that support **LEARNING** in the classroom.

<table>
<thead>
<tr>
<th>Teacher-Student Relationship</th>
<th>Hattie’s Effect Sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.72</td>
</tr>
</tbody>
</table>
Big Idea 9. Intentionally establish positive teacher-student relationships that support LEARNING in the classroom.

Be kind.
Be kind.
Be kind.
NOTE TO SELF:
BE KIND,
BE KIND;
BE KIND.
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.
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.
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.