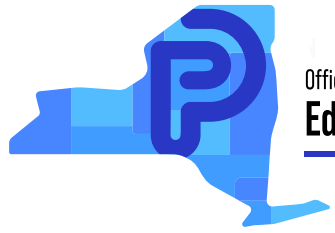New York State Education Department
Office of Special Education
**Educational Partnership**

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Office of Special Education
**Educational Partnership**

# 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

New York State Education Department
Office of Special Education
**Educational Partnership**

# Disclaimer

**The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.**

# Slide Markers
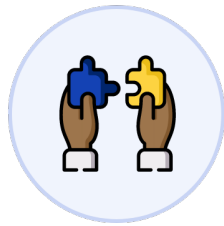
Activity

Handout

Discussion

Reflection

Poll

# 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

# 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.
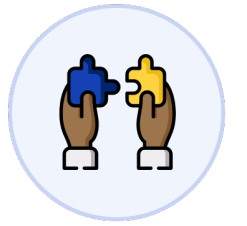
### Inclusive Activities

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

# Defining Explicit Instruction

## Introduction to the Instructional Practice

# Why Explicit Instruction?
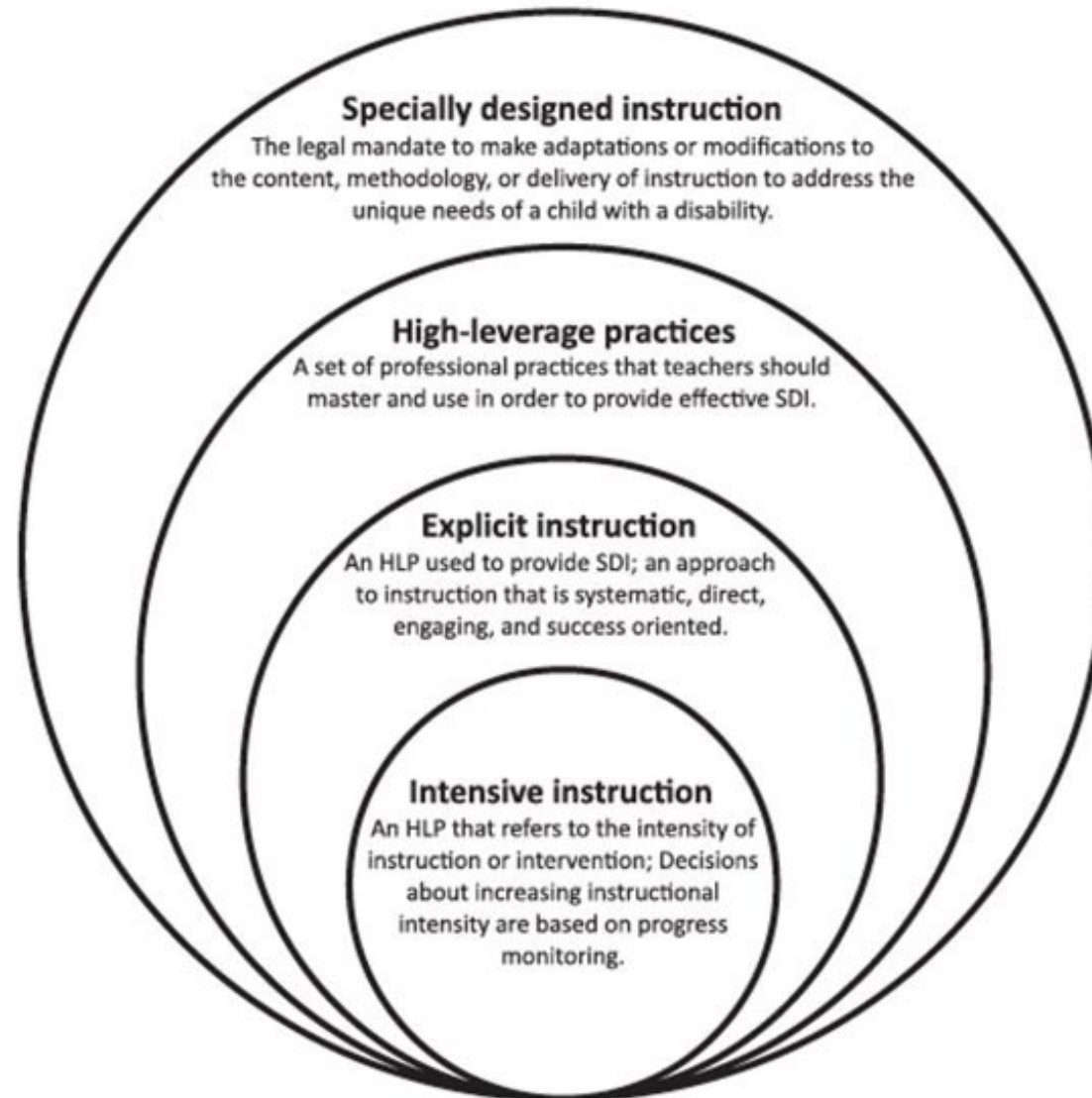
## Explicit Instruction is:

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)

Fien et al., 2015

# Why Explicit Instruction? - Diagram of Terms

**Nested Structure of Special Education Terms**



**Specially designed instruction**
The legal mandate to make adaptations or modifications to the content, methodology, or delivery of instruction to address the unique needs of a child with a disability.

**High-leverage practices**
A set of professional practices that teachers should master and use in order to provide effective SDI.

**Explicit instruction**
An HLP used to provide SDI; an approach to instruction that is systematic, direct, engaging, and success oriented.

**Intensive instruction**
An HLP that refers to the intensity of instruction or intervention; Decisions about increasing instructional intensity are based on progress monitoring.

# 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
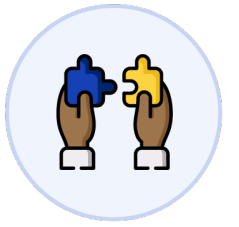
*"Teachers make content, skills, and concepts explicit by showing and telling students what to do or think while solving problems, enacting strategies, completing tasks, and classifying concepts. Teachers use explicit instruction when students are learning new materials and complex concepts and skills.  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

| **D**irect Instruction | **d**irect instruction | Explicit Direct Instruction | Explicit Instruction |
|---|---|---|---|
| Scripted | Prescriptive Not Scripted | Scripted Components | Prescriptive Not Scripted |
| Sequenced Curriculum | Basic and Discrete Skills | Sequenced Delivery | Basic and Complex Skills |
| Low Flexibility | Flexible | Moderate Flexibility | Flexible |

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

Explicit instruction is teacher-centered, not student-centered

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**

# 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 evidence-based 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
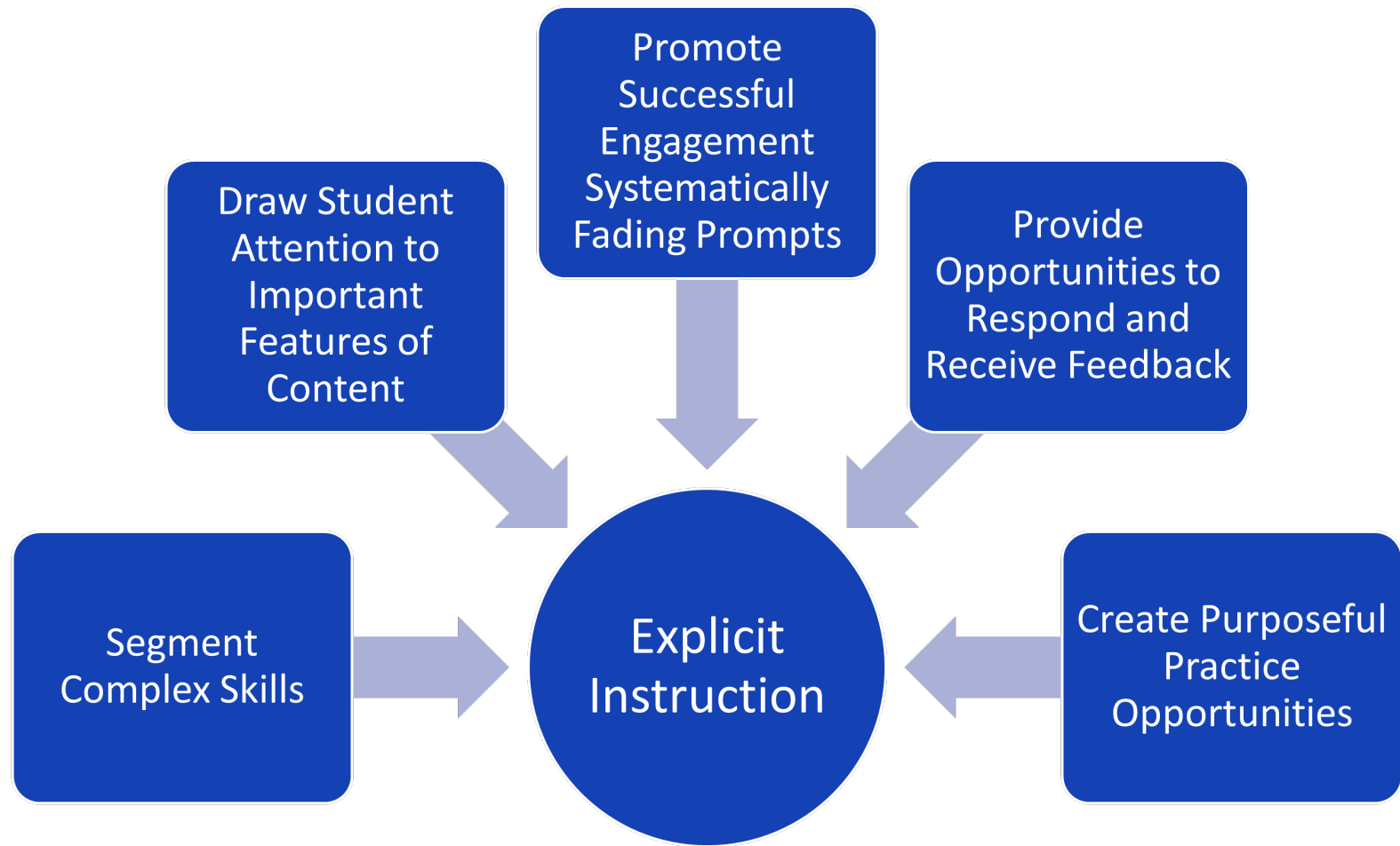
https://www.aft.org/position/reading-instruction



6
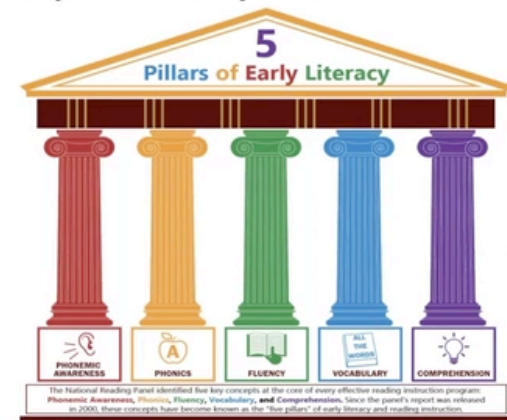
# Big Ideas in Explicit Instruction

## Five Required Practices in Explicit Instruction and Other Common Elements

# Five Essential Practices
## Core Behaviors of Delivering Explicit Instruction



Draw Student Attention to Important Features of Content

Promote Successful Engagement Systematically Fading Prompts

Provide Opportunities to Respond and Receive Feedback

Segment Complex Skills

Explicit Instruction
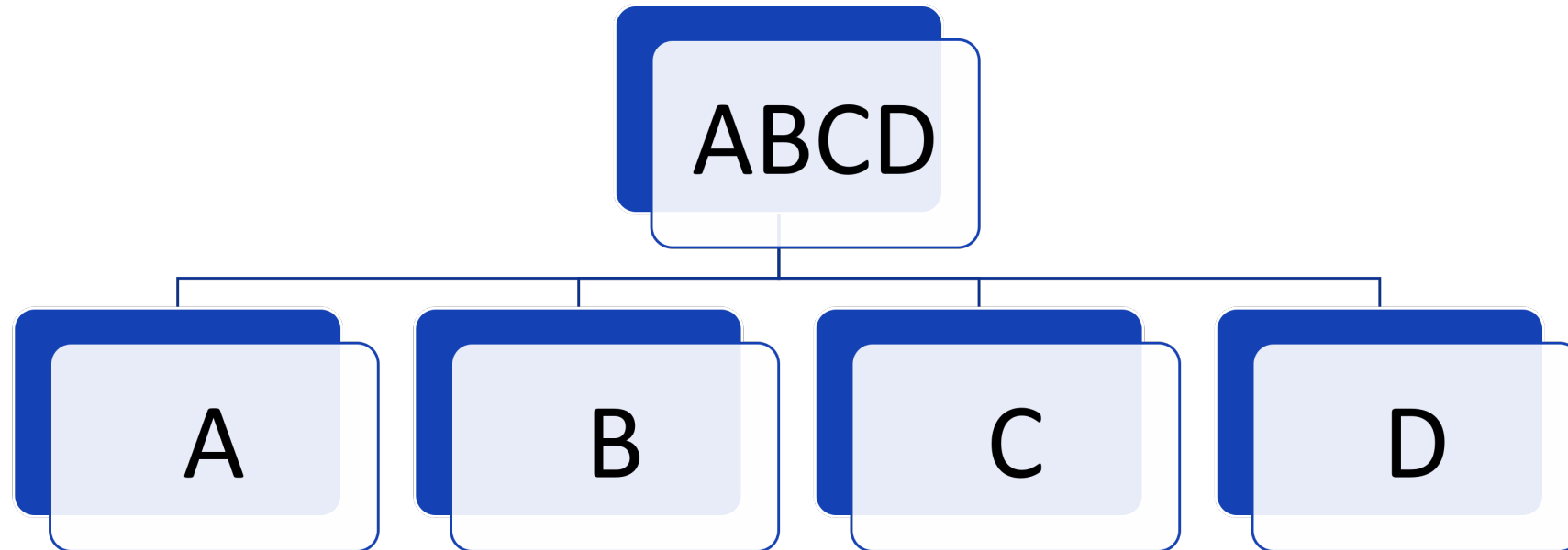
Create Purposeful Practice Opportunities

# 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
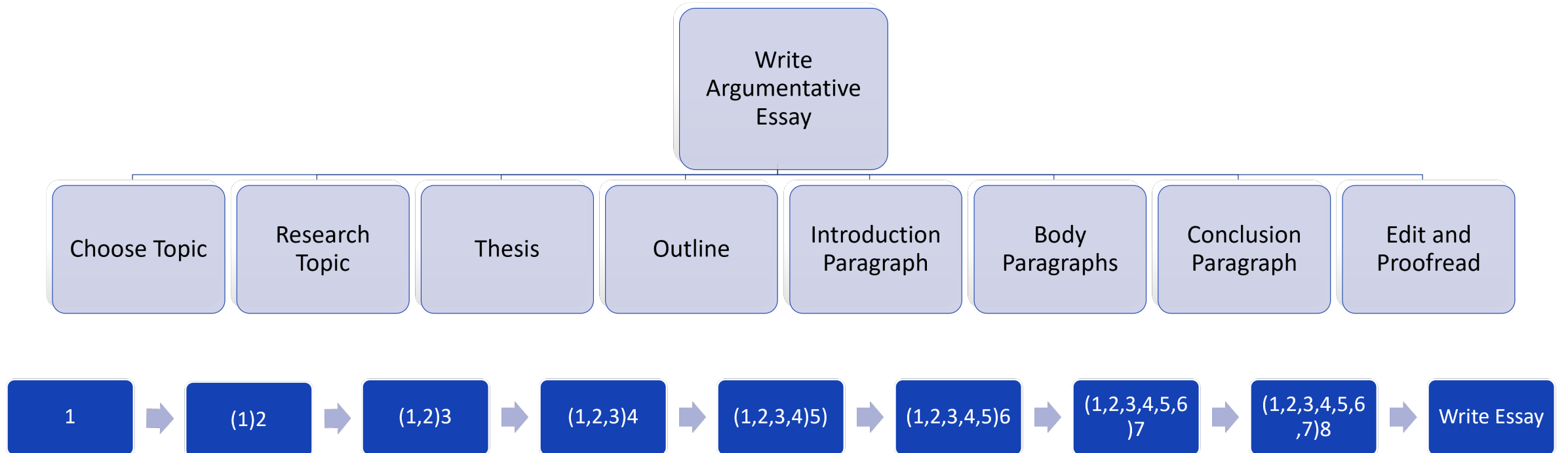
- Often taught in cumulative fashion

# Segment Complex Skills Diagram

## Complex Knowledge or Skill

# Segment Complex Skills – Argumentative Essay Diagram
## Complex Knowledge or Skill

```
                        Write
                     Argumentative
                        Essay
```

| Choose Topic | Research Topic | Thesis | Outline | Introduction Paragraph | Body Paragraphs | Conclusion Paragraph | Edit and Proofread |

| 1 | → | (1)2 | → | (1,2)3 | → | (1,2,3)4 | → | (1,2,3,4)5) | → | (1,2,3,4,5)6 | → | (1,2,3,4,5,6)7 | → | (1,2,3,4,5,6,7)8 | → | Write Essay |

**Stop and Think**

# What are some skills or strategies that you have chunked in your teaching?
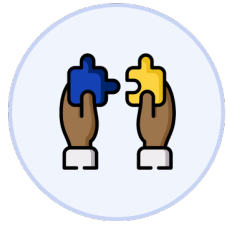
*Specifically consider within your content area, grade level, or the skill level of your students.*

# 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)

### SHOW

- Proceed step-by-step
- Exaggerate the steps

### TELL

- 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



Models procedure

# 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

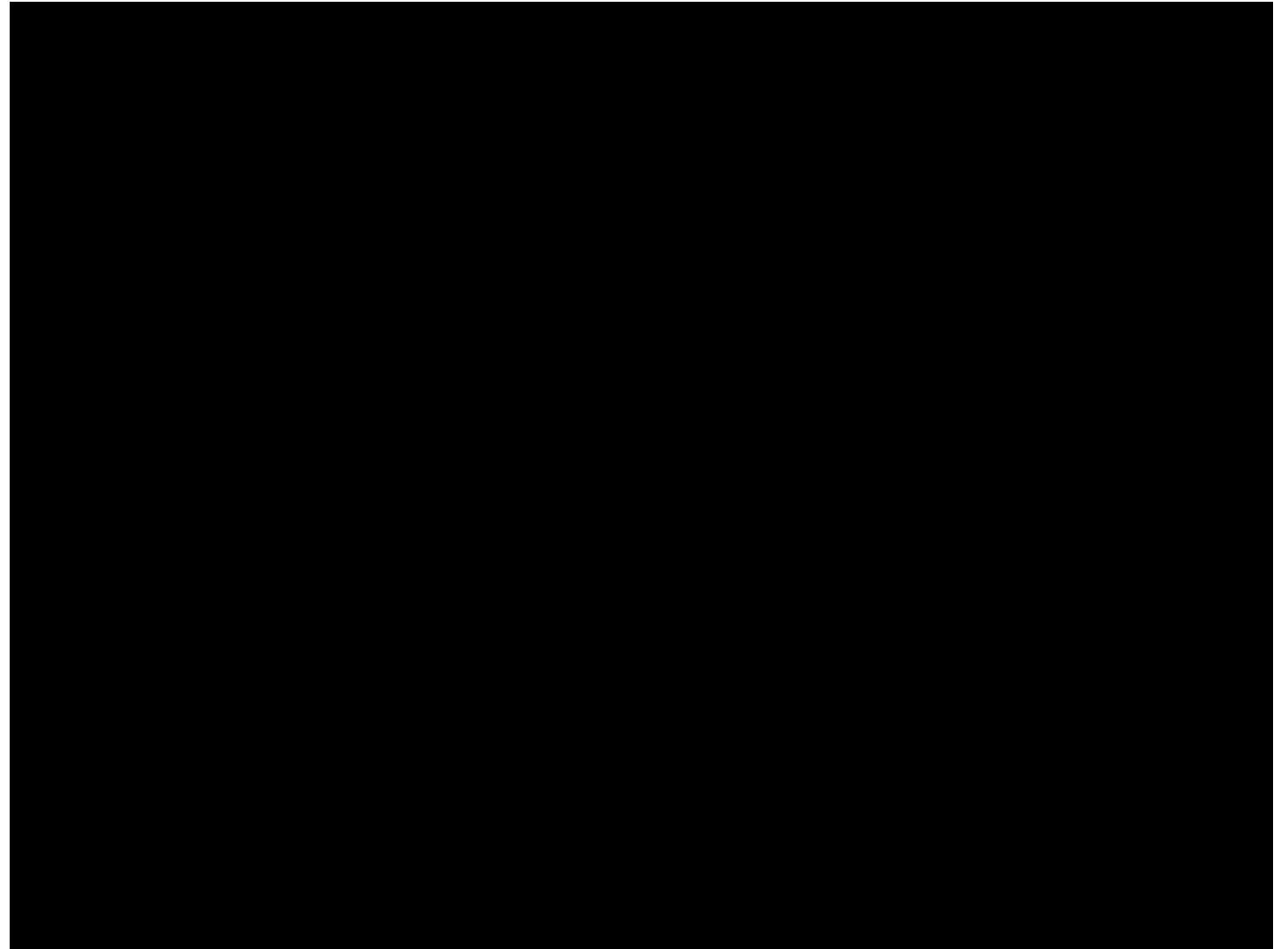Careful monitoring of student responses determines rate of fading supports

# Systematically Faded Supports & Prompts

**Provide guided and supported practice**

I Do · We Do · You Do

Hughes et al., (2017)

## Guided and Supported Practice

**Systematically Fading Supports and Prompts**

# 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

# Purposes of Practice

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

# Provide Opportunities to Respond and Provide Feedback; Purposeful Practice

https://explicitinstruction.org/video-secondary-main/8-vocabulary-review-fourth-grade/
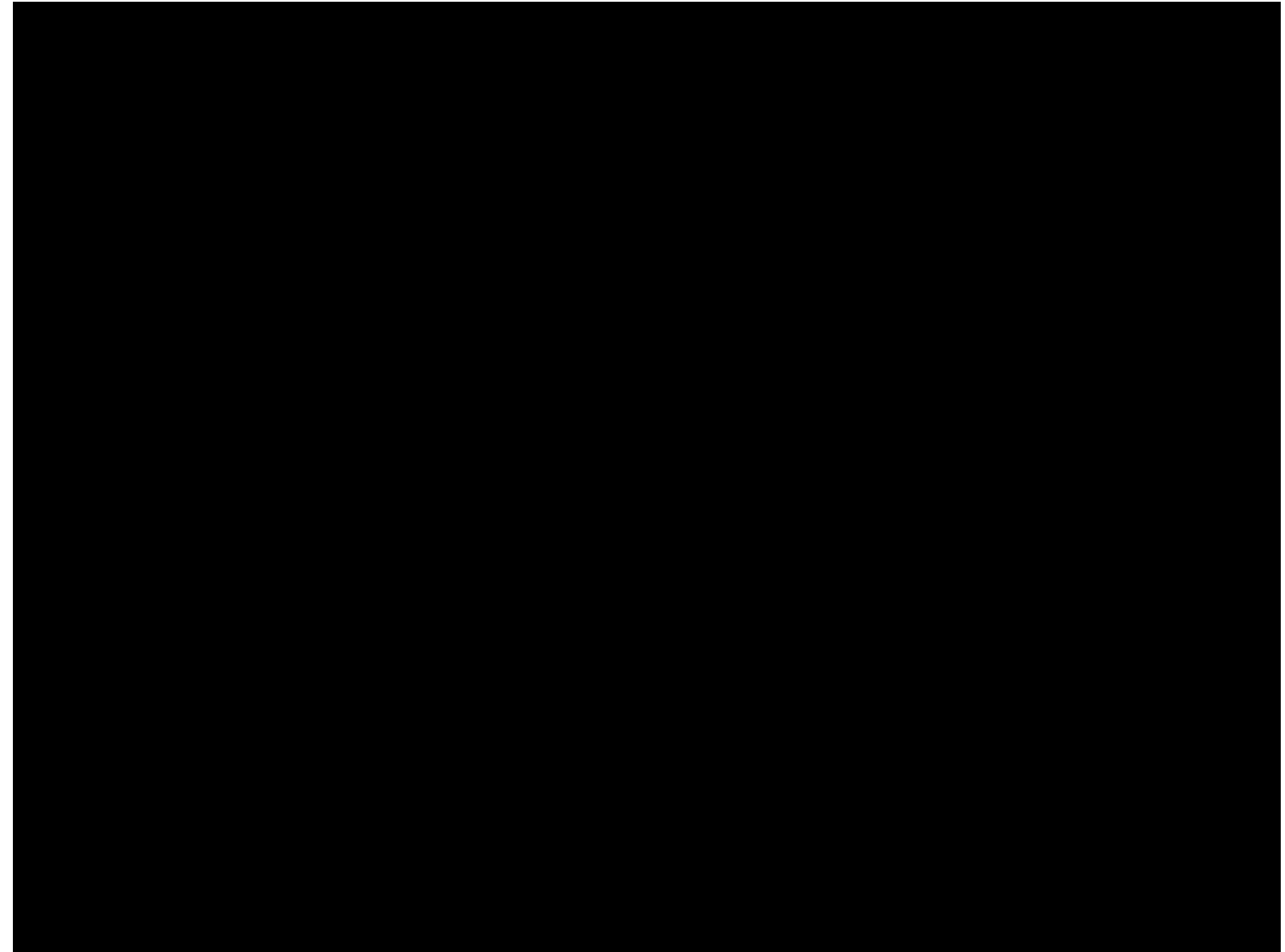
# Common Elements

**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.*
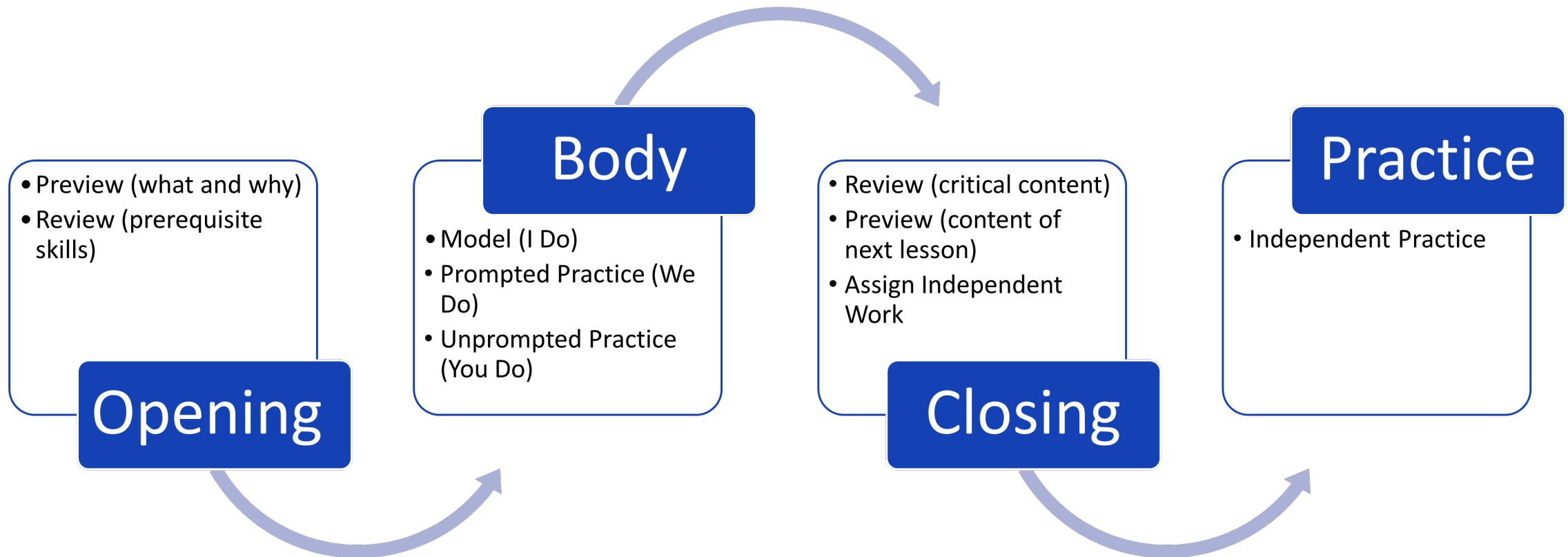
# Organize Knowledge

## 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.*
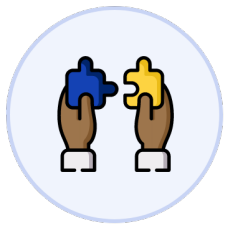
# Explicit Instruction in the Classroom

**Lesson Planning and Implementation**

# Structure of a Typical Explicit Instruction Lesson

**Opening**
- Preview (what and why)
- Review (prerequisite skills)

**Body**
- Model (I Do)
- Prompted Practice (We Do)
- Unprompted Practice (You Do)

**Closing**
- Review (critical content)
- Preview (content of next lesson)
- Assign Independent Work

**Practice**
- Independent Practice

# Stop and Think

## Explicit Instruction Lesson Planning Checklist

**New York State Education Department**
**Office of Special Education**
**Educational Partnership**

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

### Alignment
- 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?
- How am I going to provide a clear demonstration of proficient performance?
- Do I have an adequate number of demonstrations given the nature and complexity of the skill or task?
- 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?
- Did I break down complex skills or strategies into logistical instructional units to address cognitive overload, cognitive demands or working memory?

### Guided Practice
- 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?
- What is my plan for monitoring students to ensure they remain engaged?

### Monitoring and Feedback
- How am I going to check to understanding throughout the lesson?
- What is my plan for providing timely and specific feedback throughout the lesson?
- 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.

Crawford et al., 2019;  Johnson et al., 2019

**YOU DO**

# 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

# Contact Us

# Explicit Instruction Survey

**Training Evaluation Survey**

Put in your own evaluation link here

# Meeting Evaluation Survey

**Link here**