High-Leverage Practices

Working Together to Ensure ALL Students Receive an Equitable Education in Georgia

HLP #16: Explicit Instruction

Opportunity for Professional Learning

Teachers make content, skills, and concepts explicit by modeling for students how they think while solving problems, enacting strategies, completing tasks, and classifying concepts. Teachers use explicit instruction when students are learning new material and complex concepts and skills. They strategically choose examples and non-examples and 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 (Council for Exceptional Children & CEEDAR Center, 2017).

The following video identifies four key components and examples for explicit instruction. This video and probing questions listed below can be used to enhance professional learning in order to increase student engagement and learning.

Pre-Video Probing Questions

1. Before you begin viewing the video for HLP #16,
    a. Describe a time in which you used explicit instruction or was used by a teacher you observed.
        i. What were the effects of explicit instruction on students' learning?

During the Video Probing Questions

2. Pause at minute 3:51.
    a. Consider the following statement, "Any teacher can provide explicit instruction, the intensity of this practice increases with the individual needs of students."
        i. Describe the purposeful sequencing that occurred when you provided explicit instruction but then intensified your instruction to meet the needs of your student(s).
3. Pause at minute 8:26.
    a. There are four key components for explicit instruction. The first key component, use a logical sequence within lessons, is demonstrated by Ms. Raines and Ms. Booth. Both teachers provided opportunities for their students to respond while also providing feedback to affirm their students' learning.
        i. Reflect on Ms. Raines or Ms. Booth's teaching when responding. What additional feedback and/or question would you provide to deepen student's learning? (Hint: Feedback should be tied to the student's performance and as specific as possible.)
4. Pause at minute 11:09.

a. The second key component, provide clear models and explanations of content, is demonstrated by Ms. Samuels. In this teaching/learning experience, Ms. Samuels used subject-specific terms (e.g., ones' place) and terms that allowed students to make connections with the content (e.g., more on the floor).
    i. Like Ms. Samuels' "more on the floor" example, what terms, mnemonic devices, and/or jingles/songs have you found to be helpful for your students to make clear, concrete, and/or personal connections with the content?

5. Pause at minute 14:35.
    a. The third key component, provide multiple opportunities to respond and appropriate feedback, is demonstrated by Ms. Kahn.
        i. As teachers consider the third key component, they may wonder, "How will this work when my curriculum and/or daily schedule has already been developed?" How would you respond to this teacher to help him/her integrate the third key component?

6. Pause at minute 16:47.
    a. The fourth key component, provide a range of examples and non-examples to highlight content being taught, is demonstrated by Ms. Hutchens. Share a time in which you used visual representations as examples and non-examples to support students' learning.

Post-Video Probing Questions

7. The video briefly mentioned the importance of teachers using data to make informed decisions in terms of intensifying their instruction. Provide examples of when you used data to intensify your instruction to support your students' learning.

8. Consider the following statements, "Explicit instruction will limit opportunities for students to critically think" and "Explicit instruction should only be used for students with special needs." How would you respond to these claims? To support your response, use specific examples from your teaching and students' learning experiences.

Video can be found at https://www.youtube.com/watch?time_continue=1&v=ESFVNzihOZ0.

Archer, A., & Hughes, C. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Publications. (Video resources to accompany the book available at https://explicitinstruction.org/)

Council for Exceptional Children, & CEEDAR Center (2017). *High-leverage practices in special education*. Retrieved at http://ceedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf.

Kennedy, M. J., Peeples, K. N., Romig, J. E., Mathews, H. M., & Rodgers, W. J. (2018). High-leverage practice #16: Use explicit instruction. https://highleveragepractices.org/701-2/.

Patterson, D., Driver, M.K., Zimmer, K., & Wetherington, P. (2019). A resource guide for the

high leverage practice video series: HLP #16: Explicit instruction.

Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence of all learners.* San Francisco: Josey-Bass. (Practical examples to accompany the book available at http://www.visiblethinkingpz.org/VisibleThinking_html_files/06_AdditionalResources/makingthinkingvisibleEL.pdf)