



Explicit Instruction Facilitator Network Administrator Orientation

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August 12, 2025

mimtsstac.org

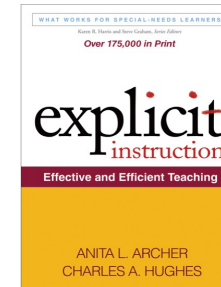


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Acknowledgments

The content for this training day was developed based on the work of:

- Dr. Anita Archer & Dr. Charles Hughes
- Dr. Nathaniel Swain



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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share "air time"
- Plan to participate in multiple ways
 - Chat, breakout rooms, reactions, unmute
 - Ask questions

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Purpose

To support the growth and development of the Explicit Instruction Facilitator Network through:

- Equipping administrators with a clear understanding of the network's goals
- Empowering administrators to lead with explicit instruction in mind

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Intended Outcomes

At the end of this orientation, I will...

- **Expand** my understanding of the network **goals and expectations**
- Refine my **role as a leader** in supporting **explicit instruction**
- Plan for **supporting** the network **facilitator** working with my staff

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Agenda

- 1.0 Welcome
- 2.0 What are the Network's Goals and Expectations?
- 3.0 Why should I support this work?
- 4.0 How can I support the Network Facilitator?
- 5.0 Closing

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1.0 Welcome

Everyone does Everything

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About Us

Julie Bourke, NBCT

- Classroom teacher
- Administrator
- Early literacy coach
- Initially trained with Dr. Anita Archer in 2011
- Retrained in 2024



Johanna Toth

- Classroom teacher
- Department Chair
- Initially trained with Dr. Anita Archer in 2013
- Retrained in 2024

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Activity 1.1

- When you think of explicit instruction, what adjectives come to mind?
 - When prompted, send your list in the chat

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Explicit Instruction is...

- | | |
|---------------|---------------|
| • Intentional | • Direct |
| • Systematic | • Unambiguous |
| • Structured | • Engaging |
| • Sequenced | • Positive |

Archer and Hughes, 2011

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2.0 What are the Network's Goals and Expectations?

Teach the *stuff* and cut the fluff

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Overall Objectives

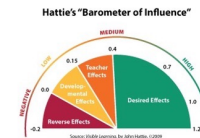
- Expand **understanding** of **explicit instruction** principles
- Refine **professional development skills** for delivering **engaging and effective** sessions
- Promote **research-based practices** in classroom instruction

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Expand Understanding of Explicit Instruction Principles

- Direct and deliberate instruction through continuous teacher-pupil interaction that includes explanation, teaching modeling or example, and multiple opportunities to practice with feedback for students to develop mastery - PA-146



- Explicit Teaching Strategies 0.57
- Direct Instruction 0.60
- Mastery Learning 0.57
- Clarity 0.75

Public Act 146, Hattie, 2018

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You'll Know It When You See It!

- | | |
|----------------------------------|-------------------------|
| 1. Critical Content | 9. Frequent responses |
| 2. Break down and sequence | 10. Monitor performance |
| 3. Organized and focused lessons | 11. Feedback |
| 4. Goal | 12. Brisk pace |
| 5. Review | 13. Judicious practice |
| 6. I do | |
| 7. We do | |
| 8. You do | |

Archer & Hughes, 2011

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Explicit Instruction and Discovery

Novices

- Little or no background knowledge
- History of difficulty or failure
- Benefit from clear explanations, step-by-step instructions, and worked samples
- Struggle with problem solving in that domain

Explicit Instruction

Archer & Hughes, 2011; Swain, 2025

Experts

- A good deal of background knowledge in the domain
- History of success
- Can work without explicit guidance, relying on stored knowledge for problem-solving
- Knowledge of the domain sets them apart

Discovery Learning

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Refine Professional Development Skills

- Materials are provided for facilitating professional development
- Encourage active participation within professional development
- Connect with your network facilitator to provide feedback and support
 - Encouraged to seek feedback through observation checklists

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Promote Research Based Practices

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

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Not Another Initiative

- Integrate explicit instruction into your school-wide/district-wide goals and initiatives
- Use explicit instruction as a launching point for PLCs, vertical or cross-department alignment
- Consider instructional rounds, learning walks, or walkthroughs with an explicit instruction lens

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Activity 2.1

- How will you "sell" this work to the rest of your staff or leadership?
- Develop your "elevator speech" around the goals of this network. Consider:
 - Connections to established initiatives, commitments or goals
 - Opportunities for collaboration or partnership
 - The benefits of this work for teachers and students
- Be prepared to share out

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Facilitator Commitments

- Attend all scheduled meetings and PDs
- Facilitate professional learning sessions throughout the year on pre-determined topics
 - Introduction to Explicit Instruction
 - Active Participation
 - Practice and Feedback
 - Vocabulary Instruction
- Collect attendance and feedback data

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Administrator Commitments

- Protect and promote this work
 - Consider what structures need to be in place so that the network facilitator can be successful
 - Act as a champion of explicit instruction
 - Integrate explicit instruction into all aspects of your work with staff this year
 - Join any and all network gatherings that you are able

Swain, 2025

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3.0 Why should I support this work?

How well I teach = How well they learn

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Principals Effect on Students and Schools

“The impact of having an effective principal on student achievement is nearly as large as the effect of having a similarly effective teacher.”

Grissom, Egalite, Lindsay, 2021

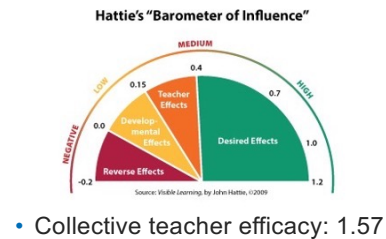
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Administrative Support Matters

- Embed a routine practice of public learning
- Periodically pause to reflect and celebrate teacher learning over time
- Use knowledge management tools to help make teacher learning visible



Sugarman, 2021

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Activity 3.1

- What are the 1 or 2 immediate action items you can do to set everyone up for success?
- What are the 1 or 2 items you can roll out over time?
- Jot your reflections down on your note catcher and be prepared to share out

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4.0 How can I support the Network Facilitator?

If you expect it, pre-correct it

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What the Network Facilitator Needs

- Present your facilitator as a source of expertise
- Actively participate in the activities led by the facilitator
- Clearly describe and endorse the purpose for explicit instruction
- Consider how you can highlight the integration of explicit instruction throughout other initiatives
- Anticipate roadblocks and remove
- Let them know that their work is appreciated

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Activity 4.1

- Submit the google survey with the following prompts:
 - What school-wide goals and initiatives has your district/building identified for this school year?
 - Which professional learning topics will support these initiatives?
 - How do you plan to protect and promote this work?
 - What questions do you still have?



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5.0 Closing

Teach with passion. Manage with compassion.

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Closing Review

- 4 Professional learning topics
 - Introduction to Explicit Instruction
 - Active Participation
 - Independent Practice and Feedback
 - Explicit Vocabulary Instruction
- Protect and promote this work
- Integrate, don't isolate

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