



## Explicit Instruction Power Hour An Introduction to Explicit Instruction

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August 19, 2025

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## Acknowledgments

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

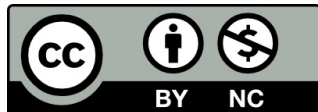
- Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NY: Guilford Publications.
- Videos that illustrate explicit instruction can be found at: [www.explicitinstruction.org](http://www.explicitinstruction.org)
- The slides in this presentation were designed by Anita Archer and modified as needed by the trainer

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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, polls, reactions, unmute
  - Ask questions

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### Active Participation Strategies

- Short Choral Response
- Choral Reading
- Cloze Reading
- Partner Sharing (1 and 2)
- Hold-up
  - Fingers
  - Zoom reactions
- Written Responses
  - Best Practices in Session
  - Preparation for Sharing
  - Brain Drains
  - Waterfall

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### Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

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### Purpose

To introduce educators to the principles of explicit instruction and support a deeper understanding of its role in effective teaching.

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### Intended Outcomes

1. Define explicit instruction
2. Identify key components of explicit instruction and describe how they support learning
3. Explain the purposes of explicit instruction and distinguish it from other instructional approaches

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## Agenda

- 1.0 Connections
- 2.0 Define Explicit Instruction
- 3.0 Key Components of Explicit Instruction
- 4.0 Purpose of Explicit Instruction
- 5.0 Closing

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## 1.0 Connections

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## About Me

Julie Bourke, NBCT

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



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## About You

- Include in the chat
  - Your name
  - Your role
  - One word to describe your school year



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### Activity 1.1

- What adjectives describe explicit instruction?

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### Explicit Instruction

- Intentional
- Systematic
- Structured
- Sequenced
- Direct
- Unambiguous
- Engaging
- Positive
- Productive
- Perky

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## 2.0 Define Explicit Instruction

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### Definition 1

- “Direct and **deliberate instruction** through continuous teacher-pupil **interaction** that includes **explanation**, teacher modeling or **example**, and multiple opportunities to **practice** with **feedback** for students to **develop mastery**.”

Public Act 146, 2024

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### Definition 2

- “a **systematic** method of teaching with an emphasis on proceeding with **small steps**, checking for **understanding**, and achieving **active** and **successful participation** for **all students**.”

Rosenshine, 1987

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### Definition 3

- “a way of teaching where the teacher selects an **important objective**, specifies the **learning outcome**, designs **structured** instructional experiences, **explains** directly, **models** the skills being taught, and provides **scaffolded practice** to help a student **achieve mastery**”

Kearns, 2018

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### Definition 4

- “Explicit teaching is not just the episode within a lesson when information is presented; it involves **chunking content** into small components, **guiding** students’ **initial attempts** at working with that content and **gradually releasing** control into more open activities as students gain **mastery**. It is a teaching model that progresses from ‘**I do**’ to ‘**we do**’ to ‘**you do**’.”

Boxer, 2019

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### Activity 2.1

- What stands out to you from the definitions we read?
  - In your notes look over the definitions provided and underline/highlight critical practices
  - Be prepared to drop these into the chat

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### Myths of Explicit Instruction

- Explicit instruction is only for struggling students
- Explicit instruction is rote learning and memorization
- Explicit instruction limits higher order thinking
- Explicit instruction is teacher-centered
- Explicit instruction is just I do, we do, you do

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### Facts of Explicit Instruction

- Explicit instruction benefits all learners
- Explicit instruction builds the knowledge and skills needed to understand and apply concepts
- Explicit instruction supports higher order thinking
- Student participation and practice are key elements of explicit instruction
- Content, design, delivery and practice are key components of explicit instruction

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### Activity 2.2

- Write a 2-3 sentence summary of explicit instruction as if you are preparing to share this information with a colleague
  - Make a list of important ideas
  - Cross out any unnecessary or weak ideas
  - Connect ideas that could go in one sentence
  - Number the ideas in the order that they will appear
  - Write
- Be prepared to share out

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### 3.0 Key Components of Explicit Instruction

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### Activity 3.1

- What high-leverage, effective instructional practices do you observe?
- Be prepared to share one thing your partner noticed in the chat



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### Content: Teach the stuff and cut the fluff

- Focus instruction on **critical content**
  - Consider: effective, efficient, in the moment and in the future
- **Break down** complex materials into small steps (obtainable chunks) and **sequence** them systematically
  - Avoid cognitive overload

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### Design of Instruction: How well I teach = How well they learn

- **Organized** and **focused** lessons
  - Opening, body, closing
- Begin lessons with a **clear statement of the goals**
  - What am I learning?
  - How will I know when I have learned it?
  - Why am I learning it?
- **Review** prior skills and knowledge before beginning instruction
  - Interactive
  - Retrieval practice

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### Design of Instruction: How well they learn = How well I taught

- **I do**
  - Step-by-step demonstrations
- **We do**
  - Guided practice
- **You do**
  - Check for understanding first
- **Review** critical content
- **Preview** content for next lesson

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### Delivery of Instruction: Everyone does Everything

- Require **frequent responses**
  - Overt responses
  - Say, write, do
- **Monitor** student performance closely
- Provide immediate affirmative **feedback** (specific praise), informative feedback, and corrections
- Keep a **brisk pace**

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### Practice: Perfected practice over time makes perfect and permanent

- **Judicious practice**
  - Deliberate practice
  - Retrieval practice
  - Spaced practice

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### Variables Related to Explicit Instruction

Explicit teaching procedures	.63	Deliberate practice	.79
Direct instruction	.56	Rehearsal and memorization	.65
Mastery learning	.67	Spaced practice	.65
Goals	.60	Retrieval practice	.46
Clarity	.85	Scaffolding	.52
Questioning	.48	RTI	.73
Classroom Discussions	.82	Collective teacher efficacy	1.34
Feedback	.51	Teacher credibility	1.09

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### Activity: 3.2 Think, Write, Pair, Share

- **Think** about the practices and effect sizes
- **Write** down the practices you currently use and note the effect size or evidence
- **Write** down a practice you would like to add and note the effect size or evidence
- **Pair & Share** with partner
  - One practice I currently use is \_\_\_\_\_. The effect size/evidence is \_\_\_\_\_.
  - A practice I would like to add is \_\_\_\_\_. The effect size/evidence is \_\_\_\_\_.

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### Key Elements Review

#### Content

1. Critical content
2. Broken down

#### Design

3. Organize and focused lessons
4. Goal
5. Review
6. I do

7. We do
8. You do

#### Delivery

9. Frequent responses
10. Monitor
11. Feedback
12. Brisk pace

#### Practice

13. Judicious practice

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### Activity 3.3

#### Content

- 1.
- 2.
- Design
- 3.
- 4.
- 5.
- 6.

- 7.
- 8.

#### Delivery

- 9.
- 10.
- 11.
- 12.

#### Practice

- 13.

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### 4.0 Purpose of Explicit Instruction

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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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### Activity 4.1

#### Explicit instruction or discovery learning?

Imagine you want to teach students to...

1. Decode words with consonant blends
2. Write decimals as fractions
3. Apply the limitations of each branch of government to the balance of power
4. Understand the meaning of vocabulary terms and use the words correctly
5. Write a summary

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### Compared Variables Related to Explicit Instruction

Explicit teaching strategies	.64	Deliberate practice	.79
Direct instruction	.56	Rehearsal and memorization	.65
Mastery learning	.67	Spaced practice	.65
Goals	.60	Retrieval practice	.51
Clarity	.85	Scaffolding	.52
Questioning	.48	RTI	.73
Classroom Discussions	.82	Collective teacher efficacy	1.34
Feedback (corrective, etc.)	.92	Teacher credibility	1.09
Student control over learning	0.02	Discovery-Based teaching	.27

Hattie, 2019

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### Activity 4.2

- Revise your initial definition of explicit instruction. As you revise, keep in mind:
  - What is explicit instruction?
  - Why use explicit instruction?
  - When to use explicit instruction?
- Be prepared to share your summary
  - Partner A: Share your summary
  - Partner B: Provide feedback on the summary noting if **what, why, and when** is included
  - Repeat, swapping roles

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### 5.0 Closing

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### Closing Review

- Explicit instruction is an unambiguous and direct approach to teaching that incorporates instruction design and delivery
- Explicit instruction has key elements that relate to plan, design of instruction, delivery of instruction, and practice
- Explicit instruction elements have high effect sizes and can lead to increased outcomes for students
- Explicit instruction is best used for novices with little to no background knowledge on the topic who would be best supported by clear guidance, step-by-step instructions, and worked samples

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### References

- Archer, A. L., & Hughes, C. A. (2011). *Explicit Instruction: Effective and efficient teaching*. New York, NY: Guilford Press.
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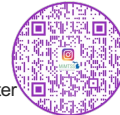
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