



## Explicit Instruction Facilitator Network Introduction to Explicit Instruction

Julie Bourke & Johanna Toth

September 16, 2025

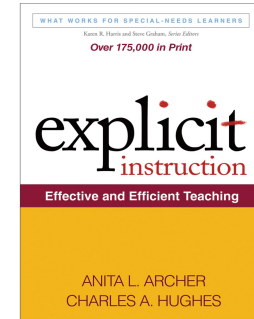
mimtsstac.org



## Acknowledgments

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

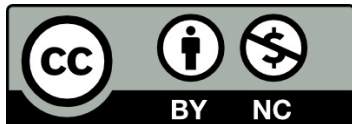
- Drs. Anita Archer & Charles Hughes



2



## Creative Commons License Information



You are free to share or adapt the resources for non-commercial purposes. We ask that you always attribute MiMTSS TA Center. All publications, materials, and resources on this site are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

3



## 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

4



## 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

5



## Purpose

- To support successful implementation of explicit instruction practices by:
  - Ensuring strong content knowledge
  - Equipping network facilitators with the strategies and tools to lead professional learning
  - Empowering network facilitators to support successful transfer of critical concepts to practice

6



## Intended Outcomes

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

- Enhance my knowledge of Explicit Instruction
- Refine my professional development skills for delivering engaging and effective sessions
- Plan for delivering professional learning in my local context

7



## Agenda

- 1.0 Connections
- 2.0 Explicit Instruction
- 3.0 Leading professional learning
- 4.0 Planning for professional learning
- 5.0 Closing

8



## 1.0 Connections

9

## Activity 1.1

- Find a meme that best represents the start of your school year
- Copy and paste it in the chat with:
  - Name
  - Location
  - Role



This Photo by Unknown Author is licensed under CC BY-SA-NC

10

## Activity 1.2

- Create an Explicit Instruction Bumper Sticker
  - Reflects a key aspect of big idea
  - Be ready with a draft, not a final product
  - Be prepared to share!



11

## 2.0 Explicit Instruction

12

### 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

13



### 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

14



### 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

15



### 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

16



## Activity 2.1

- Write a 2-3 sentence personal definition 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

17

## 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

Hattie, 2019

18

## 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
<b>Student control over learning</b>	<b>0.02</b>	<b>Discovery-Based teaching</b>	<b>.21</b>

Hattie, 2019

19

## Activity 2.2

- Select one of the provided articles to read
- Use the provided reading protocol and graphic organizer to collect your thoughts and prepare for discussion
- Join the corresponding breakout room
- Be prepared to share out
- Read, Stop, Respond
  - Key points to remember
  - Questions
  - Application/Connections

20

## Article 1: Fully Guided Instruction

- Fully Guided Instruction: The case for structure in learning
  - Minimally guided methods are ineffective for novices
  - Fully guided instruction is more effective
    - Reduces cognitive load
    - Supports working memory limits
    - Leads to better retention & understanding
  - Guidance is critical for beginners; less needed for experts
  - Structure learning with explicit guidance, especially in early stages

Clark, Kirschner & Sweller, 2012

21



## Article 2: Explicit Instruction as the Essential Tool for Executing the Science of Reading

- Knowing the science of reading isn't enough – explicit instruction is essential to apply it effectively.
  - Direct modeling
  - Structured guidance
  - Immediate feedback
- Supports all learnings, especially struggling readers
- Many classrooms understand the science but fail to implement it explicitly

Vaughn & Fletcher, 2021

22



## Article 3: Principles of Instruction: Research-based strategies that all teachers should know

- Effective teaching follows clear, structured, research-backed practices
- Ten principles for instruction include:
  - Daily review
  - Ask questions
  - Modeling
  - Check understanding
  - More
- Clear instruction + active practice = stronger learning outcomes

Rosenshine, 2012

23



## Assignment 2.3

- Select your focus article
- Pre-plan your stopping points
- Read to pre-determined stopping points
- Stop and reflect
- Respond to one of the following prompts:
  - Key points to remember
  - Questions you have
  - Application/Connections



24



## Activity 2.4

- Join a break out room discussing your article
  - Please keep the break out rooms to 4 or 5 participants, if more than 5, join a new room
- Follow First Turn/ Last Turn discussion protocol
  - Designate one person to begin the conversation
  - Share a highlighted item, question, or connection
  - Move round-robin through the group so each person has a turn to respond to the initiators thinking
  - Continue until all participants have had the chance to initiate the conversation

25



## 3.0 Leading Professional Learning

26



## High Quality Professional Development

- Preparing for Learning
- Contextualizing the Content
- Engaging in Learning
- Reflecting on Learning
- Transferring Learning to Practice

**Observation Checklist for High Quality Professional Development (Version 3)**  
(HQPDC Version 3)  
 May 2012

The Observation Checklist for High Quality Professional Development (Version 3) (HQPDC Version 3) was designed to be completed by an observer to determine the extent of an observed adult learning activity which provides professional development. This tool also allows the practitioner who engages in the activity to be observed and provide additional information. Consequently, this document can be used as a guide for designing a learning professional development. The responsibility for completion of this tool, and other through a range of report request and data use, rests with the practitioner who provides professional development, not the practitioner and organization of the observer.

Preparing for Learning
1. Prior to the professional development activity, the observer communicates the critical content.
2. The agenda includes a range of activities by which content is shared.
3. The agenda includes a range of activities by which content is shared, including time, writing time, and key breaks.
4. Activities included by the agenda are designed to be relevant to the participants.
Contextualizing the Content
5. The observer and practitioner discuss the content and participants' experience of the content.
6. The observer and practitioner discuss the content and participants' experience of the content.
7. The observer and practitioner discuss the content and participants' experience of the content.
8. The observer and practitioner discuss the content and participants' experience of the content.
Engaging in Learning
9. The observer and practitioner discuss the content and participants' experience of the content.
10. The observer and practitioner discuss the content and participants' experience of the content.
11. The observer and practitioner discuss the content and participants' experience of the content.
12. The observer and practitioner discuss the content and participants' experience of the content.
Reflecting on Learning
13. The observer and practitioner discuss the content and participants' experience of the content.
14. The observer and practitioner discuss the content and participants' experience of the content.
15. The observer and practitioner discuss the content and participants' experience of the content.
16. The observer and practitioner discuss the content and participants' experience of the content.
Transferring Learning to Practice
17. The observer and practitioner discuss the content and participants' experience of the content.
18. The observer and practitioner discuss the content and participants' experience of the content.
19. The observer and practitioner discuss the content and participants' experience of the content.
20. The observer and practitioner discuss the content and participants' experience of the content.

Source: Gaumer, A. J., Noonan, P. G., Ault, M., & Brussow, J. (2012). Observation Checklist for High Quality Professional Development (Version 3). Center for Technical Assistance.

Gaumer, Noonan, Ault & Brussow, 2012

27



## Preparing for Learning

- Prior to the professional development, provides learning objectives addressing the critical concepts
- Prepares participants to engage in the content by assigning activities in advance
- Follows an agenda that outlines the flow of the content and includes beginning times, ending times, and key breaks
- Establishes credibility by communicating content expertise and/or experience

Gaumer, Noonan, Ault & Brussow, 2012

28



## Contextualizing the Content

- Illustrates alignment between the content and participants' organizational standards, goals, or priorities
- Summarizes the evidence base for the content, including providing references of links
- Emphasizes the impact of the practice/content on improved outcomes (e.g., student achievement, client well-being)
- Provides model examples of the content in practice, connected to participants context

Gaumer, Noonan, Ault & Brussow, 2012

29



## Engaging in Learning

- Builds on or relates to participants prior learning
- Engages participants in higher-order thinking to learn each critical concept
- Prompts each participants to relate the content to their context
- Facilitates opportunities for participants to collaborate related to the critical concepts
- Facilitates opportunities for each participant to practice applying the critical concepts

Gaumer, Noonan, Ault & Brussow, 2012

30



## Reflecting on Learning

- Provides constructive feedback within practice opportunities to promote the acquisition of skills
- Engages each participant in assessment of knowledge/skill acquisition with corrective feedback
- Facilitates opportunities for participants to reflect on how learning will influence their practice
- Establishes a process for participants continued reflection on implementation and impact

Gaumer, Noonan, Ault & Brussow, 2012

31



## Transferring Learning to Practice

- Outlines criteria that illustrate a successful transfer of the critical concepts to practice
- Ensures that participants leave with detailed action steps to apply their learning
- Provides resources and technical assistance for continued learning
- Establishes on-going, two-way communication (coaching) to improve the implementation fidelity of critical concepts

Gaumer, Noonan, Ault & Brussow, 2012

32





### Activity 3.1

- Reflect on the HQPD checklist
- Drop a response in the chat using one of the following sentence stems:
  - This tool will be useful because...
  - I plan to use this tool...

33



## 4.0 Planning for Professional Learning

34



### Activity 4.1

- As you view the provided professional learning content, reflect with HQPD in mind.
  - What adjustments might need to be made?
  - What additional information or activities will need to be considered?

35



## Introduction to Explicit Instruction

- How to access these materials
- What is included
  - PowerPoint presentation
  - Note Catcher

36



## Explicit Instruction Power Hour An Introduction to Explicit Instruction

Julie Bourke, NBCT

mimtsstac.org



## 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

38



## Group Agreements

39



## 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

40



## Purpose

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

41



## 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

42



## 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

43



## 1.0 Connections

44

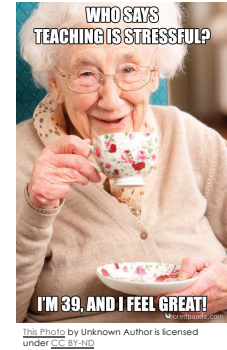


## About Me

45

## About You

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



46

## Activity 1.1

- What adjectives describe explicit instruction?

47

## Explicit Instruction

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

48

## 2.0 Define Explicit Instruction

49



### 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

50



### 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

51



### 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

52



### 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

53



### 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

54



### 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

55



### 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

56





## 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

---

57



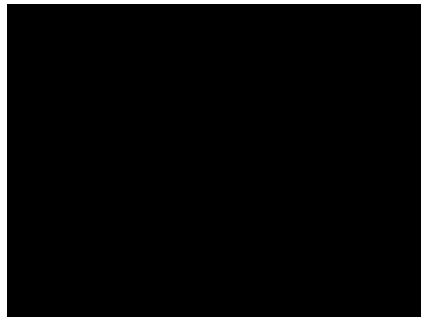
## 3.0 Key Components of Explicit Instruction

58



## Activity 3.1

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



---

59



## 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

60

## 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

61



## 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

62



## 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**

63



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

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

64



## 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

65

## 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 \_\_\_\_\_.

66

## 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

67

## Activity 3.3

Content

1.

2.

Design

3.

4.

5.

6.

7.

8.

Delivery

9.

10.

11.

12.

Practice

13.

68

## 4.0 Purpose of Explicit Instruction

69



## 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

70



## 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

71



## 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
<b>Student control over learning</b>	<b>0.02</b>	<b>Discovery-Based teaching</b>	<b>.27</b>

Hattie, 2019

72





## 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

73



## 5.0 Closing

74



## 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

75



## References

- Archer, A. L., & Hughes, C. A. (2011). *Explicit Instruction: Effective and efficient teaching*. New York, NY: Guildford Press.
- Clark, R. E., Kirschner, P. A., & Sweller, J. (2012). Putting students on the path to learning: The case for guided instruction. *American Educator*, 36(1), 6–11. <https://www.aft.org/sites/default/files/Clark.pdf>
- Hattie, J. (2018). *Visible learning: Feedback*. New York, NY: Routledge.
- Michigan Legislature. (2024). \*Public Act 146 of 2024. *Enrolled Senate Bill No. 567*. <https://www.legislature.mi.gov/documents/2023-2024/publicact/htm/2024-PA-0146.htm>
- Rosenshine, B. (1987). Explicit teaching and teacher training. *Journal of Teacher Education*, 38(3), 34-36.

76




## Activity 4.2

- In your breakout rooms:
  - How do you anticipate using these materials?
  - Share what adjustments or considerations you want to make?
  - Ask for feedback or suggestions?

---

77



## Assignment 4.3

- Turn off camera and work on adjustment slides/ planning for your context.
- Be prepared to discuss
  - What do you think will go well?
  - What roadblocks do you anticipate?
  - How do you plan to sustain the work?

---

78



## 5.0 Closing

79



## Closing Review

- Explicit instruction elements have high effect sizes and can lead to increased outcomes for students
- High quality professional development includes:
  - Preparing for Learning
  - Contextualizing the Content
  - Engaging in Learning
  - Reflecting on Learning
  - Transferring Learning to Practice

80

## Activity 5.1

### Watch and Reflect:

- What would it look like if you championed explicit instruction the way this child champions bike riding, passionately and publicly?
- What's your version of 'Thumbs up everybody...for rock and roll'? How do you plan to inspire momentum?



81

## Reminders and Questions

- Sign up for check-in appointment
- Next Network Gathering: 11/18/25
- Administer Explicit Instruction Participant Pre-Survey prior to facilitating your first session
- Professional Learning Reflection Survey after each training delivered

82

## References

- Archer, A. L., & Hughes, C. A. (2011). *Explicit Instruction: Effective and efficient teaching*. New York, NY: Guilford Press.
- Clark, R. E., Kirschner, P. A., & Sweller, J. (2012). Putting students on the path to learning: The case for fully guided instruction. *American Educator*, 36(1), 6–11. <https://www.aft.org/sites/default/files/Clark.pdf>
- Gaumer Erickson, A.S., Noonan, P.M., Ault, M., Monroe, K., & Brussow, J. (2020). Observation Checklist for High-Quality Professional Development [Version 3]. Center for Research on Learning, University of Kansas. <http://www.researchcollaboration.org/page/high-quality-professional-development-checklist>
- Hattie, J. (2018). *Visible learning: Feedback*. New York, NY: Routledge.
- Michigan Legislature. (2024). \*Public Act 146 of 2024. *Enrolled Senate Bill No. 567*. <https://www.legislature.mi.gov/documents/2023-2024/publicact/htm/2024-PA-0146.htm>
- Rosenshine, B. (1987). Explicit teaching and teacher training. *Journal of Teacher Education*, 38(3), 34-36.

83

## References

- Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator*, 36(1), 12–19.
- Vaughn, S., & Fletcher, J. M. (2021). Explicit instruction as the essential tool for executing the science of reading. *The Reading League Journal*, 2(2), 4–11. <https://doi.org/10.18061/rj.v2i2.9004595>

84

## Stay Connected to the MiMTSS TA Center

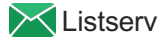


Facebook

@MiMTSSSTACenter

facebook.com/MiMTSSSTACenter

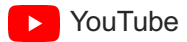
#MiMTSS



Listserv

[tinyurl.com/MiMTSSListserv](https://tinyurl.com/MiMTSSListserv)

TA Offering, updates



YouTube

@MiMTSSSTACenter

youtube.com/@MiMTSSSTACenter

Videos & Playlists



Instagram

@MiMTSSSTACenter

instagram.com/MiMTSSSTACenter

#MiMTSS

