



Explicit Instruction Facilitator Network Administrator Orientation

Julie Bourke, NBCT & Johanna Toth

August 10, 2026

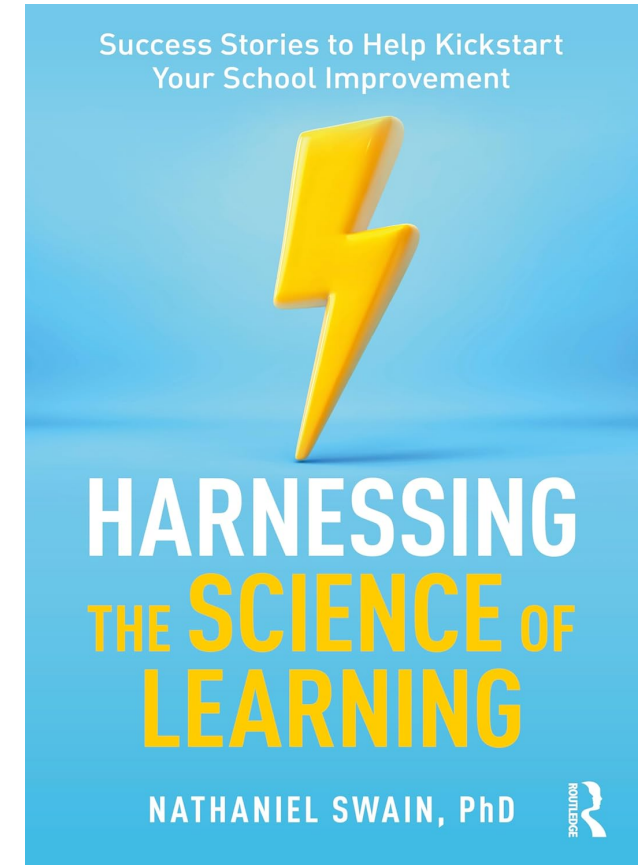
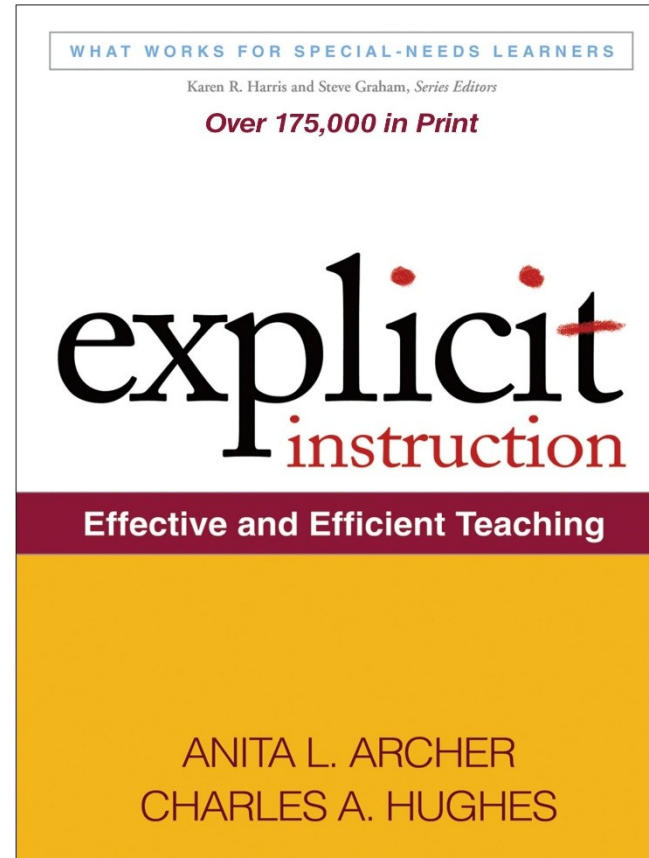
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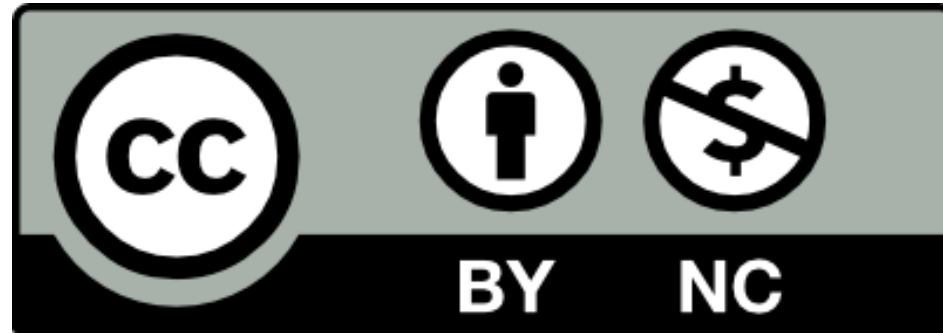
Acknowledgments

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- 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

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

Intended Outcomes

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

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

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

1.0 Welcome

Everyone does Everything

About Us

Julie Bourke, NBCT

- Classroom teacher, Administrator, Early literacy coach
- Trained with Dr. Anita Archer in 2011
- MiMTSS TA Center K12 Literacy Dyslexia Consultant
 - Elementary Tier 1
 - Explicit Instruction



Johanna Toth

- Classroom teacher, Department Chair
- Trained with Dr. Anita Archer in 2013
- MiMTSS TA Center K12 Literacy Dyslexia Consultant
 - Secondary Tier 1
 - Explicit Instruction

About You

- In the chat...
 - Name
 - Role
 - Location
 - What are you most looking forward to this school year?





Activity 1.1: Explicit Instruction

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

Explicit Instruction is...

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

Archer and Hughes, 2011

2.0 What are the Network's Goals and Expectations?

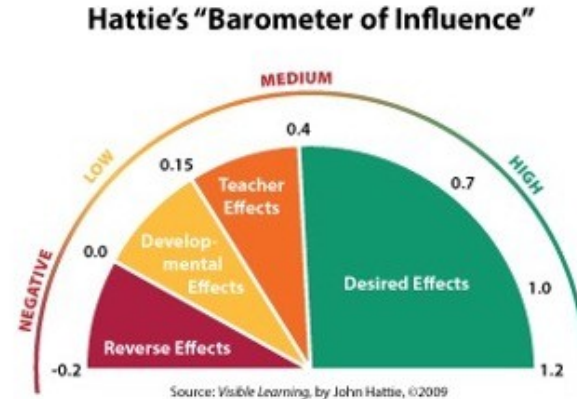
Teach the *stuff* and cut the fluff

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

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

You'll Know It When You See It!

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

Archer & Hughes, 2011

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

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

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

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

Activity 2.1: Elevator Speech

- 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

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
- Complete self-reflection surveys

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
 - Actively engage in the sessions led by your facilitator

3.0 Why should I support this work?

How well I teach = How well they learn

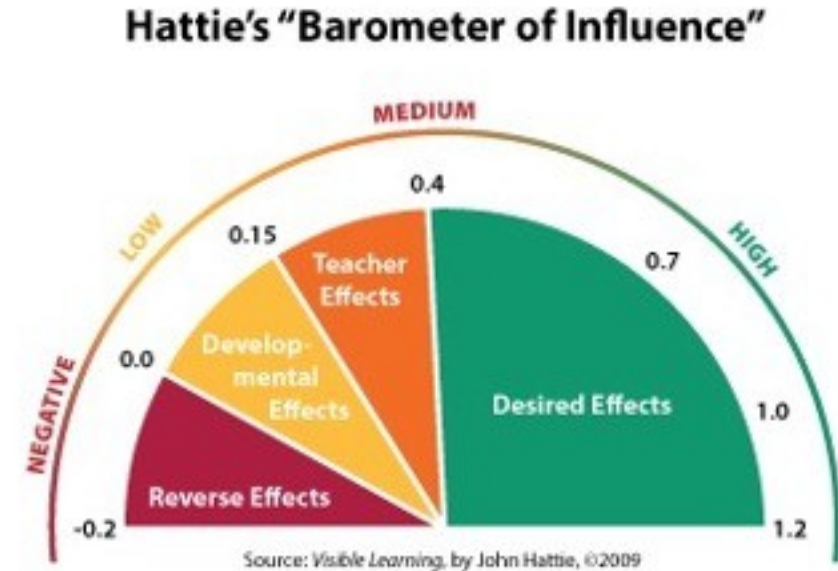
Principals Effect on Students and Schools

“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

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



- Collective teacher efficacy: 1.57

Sugarman, 2021



Activity 3.1: Action Items

- 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

4.0 How can I support the Network Facilitator?

If you expect it, pre-correct it

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



Activity 4.1: Current Initiatives

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

5.0 Closing

Teach with passion. Manage with compassion.

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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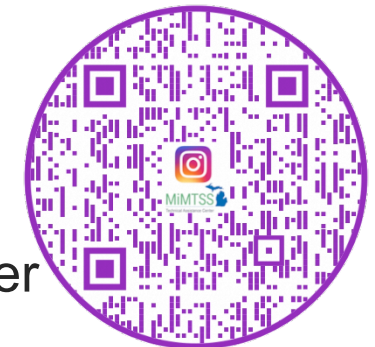
Videos & Playlists



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Upcoming Explicit Instruction Training

- Using Explicit Instruction to Transform Tier 1 Instruction
 - August 19 & 26, Wayne RESA
 - September 24 & October 28, Clare-Gladwin ISD
- Enhancing Secondary Tier 1 with High-Impact Instructional Practices
 - October 5 & 19, Saginaw ISD
 - October 12 & 23, KRESA
 - February 25, 2027 & March 18, 2027, C.O.O.R. ISD

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