

Introduction to Explicit Instruction Note Catcher

This note catcher is a structured space to capture essential ideas, strategies and reflections for future reference and application.

Explicit Instruction

Activity 1.1: What adjectives describe explicit instruction?

Definitions of Explicit Instruction:

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." – Michigan Public Act 146
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
3. "a way of teaching where the teacher selects an important objective, specified 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
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

Activity 2.1: What stands out to you from the definitions above? Underline/highlight critical practices

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

Activity 2.2: Write a 2-3 sentence summary of explicit instruction as if you are preparing to share this information with a colleague.

- List important ideas
- Cross out unnecessary or weak ideas
- Connect ideas that could be combined
- Number the ideas in the order they will appear
- Write

Key Components of Explicit Instruction

Activity 3.1: What high-leverage, effective instructional practices do you observe?

Components of Explicit Instruction

- Content
 - Focus instruction on critical content
 - Break down complex materials into small steps (obtainable chunks)
- Design
 - Organized and focused lessons
 - Clear statement of the goals
 - Review prior skills and knowledge
 - I do
 - We do
 - You do
 - Review critical content
 - Preview content for the next lesson
- Delivery
 - Require frequent responses
 - Monitor student performance
 - Provide immediate feedback
 - Keep a brisk pace
- Practice
 - Judicious practice

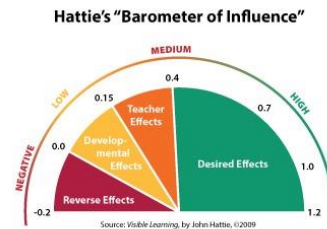
Variables related to Explicit Instruction

Explicit teaching procedures 0.63

Mastery learning 0.67

Clarity 0.85

Deliberate practice 0.79



Activity 3.2: Practices and effect sizes

1. One practice I currently use is _____. The effect size/evidence is _____.

2. A practice I would like to add is _____. The effect size/evidence is _____.

Activity 3.3: Key elements review

Content

1.

2.

Design

3.

4.

5.

6.

7.

8.

Delivery

9.

10.

11.

12.

Practice

13.

Purpose of Explicit Instruction

Explicit Instruction	Discovery Learning

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?

References

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