When it comes to providing instruction, remember to be like Kevin Bacon!

Presentation by
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So why am I hinging my entire keynote on this guy?

3

Assumptions of Effective Instruction

- All students can learn if we teach them carefully.
- The teacher is responsible for student success.
- Generalization or transfer of learning is the most critical stage of learning.

4

Teaching sometimes feels like riding a roller coaster!

5

The most effective and efficient way of teaching students is through…

oExplicit Instruction

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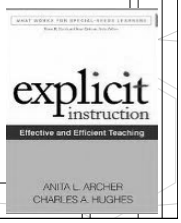
Archer & Hughes (2011) note:

As educators, we all have the same goal: to help our students make the maximum possible academic gains in a positive, respectful environment that promotes their success and nurtures their desire to learn. One of the greatest tools available to us in this pursuit is explicit instruction—instruction that is systematic, direct, engaging, and success oriented…explicit instruction is helpful not only when discovery is impossible, but when discovery may be inaccurate, inadequate, incomplete, or inefficient (p. vii).



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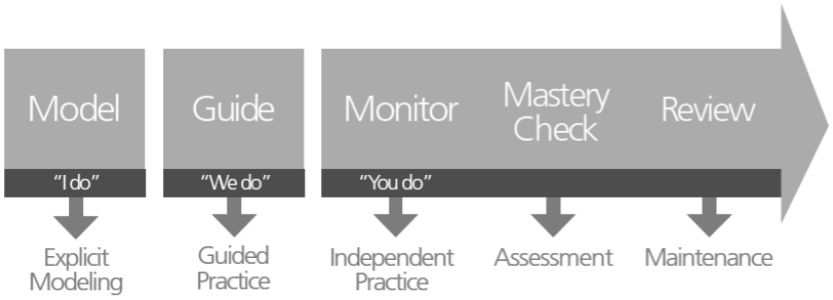
What is explicit instruction?



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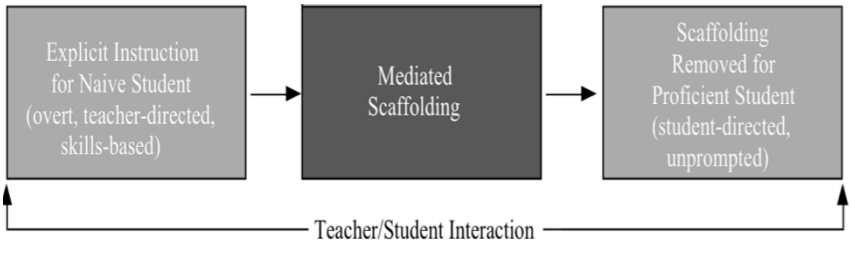

(Source: Adapted from Carnine, 1994)

9

ASK JOHN HATTIE

Why does "***inquiry-based learning***" only have an effect size of .31 when it is an approach to learning that seems to engage students and teachers so readily in the process of learning?

CORWIN | visible learning[plus]

10

Three "Do Its"

(Sources: Archer & Hughes, 2011)

11

Learning Disabilities Research & Practice, *32*(3), 140–148

DOI: 10.1111/ldrp.12142

Explicit Instruction: Historical and Contemporary Contexts

Charles A. Hughes and Jared R. Morris
The Pennsylvania State University
William J. Therrien and Sarah K. Benson
University of Virginia

Over the past 20-plus years, the instructional approach referred to as "explicit instruction" has been increasingly mentioned as an instructional method in the learning disabilities literature. Explicit instruction is not a unitary intervention, but can be a combination of over a dozen teaching behaviors or components used to design and deliver instruction. This multicomponent aspect likely contributes to the variability of the descriptions and definitions of explicit instruction found in journals, books, and other published documents. Because explicit instruction has become a prominent and often discussed topic in special education, we attempt to define and describe the term more precisely in order to increase the clarity and consistency of its use in both research and practice. In addition, we expand our discussion to include a brief historical perspective of the evolution of explicit instruction from earlier programs and research efforts such as "Direct Instruction" and "direct instruction," as well as providing a summary of its effectiveness, especially for students with learning disabilities.

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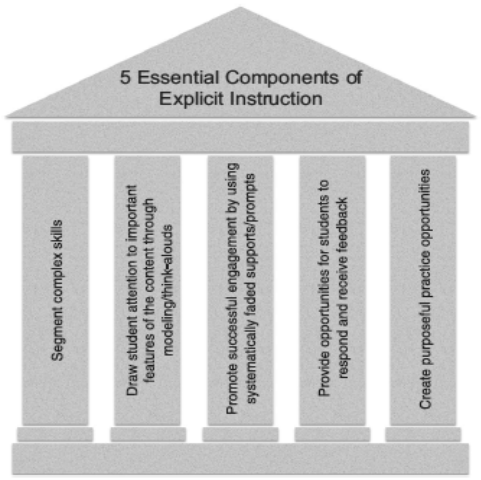

FIGURE 1 Five essential components of explicit instruction.

The 5 "Pillars" of Explicit Instruction

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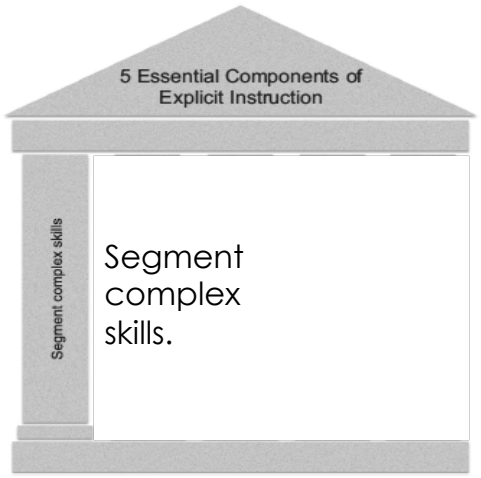

FIGURE 1 Five essential components of explicit instruction.

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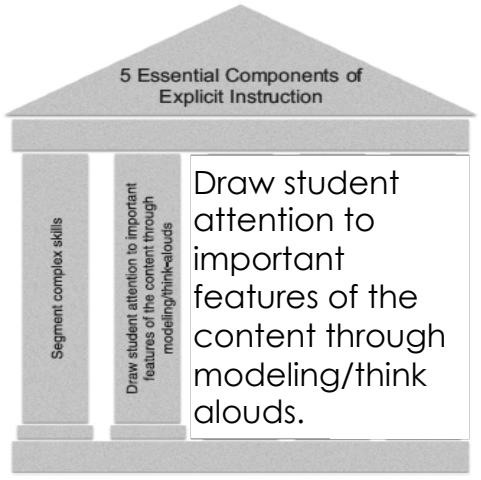

FIGURE 1 Five essential components of explicit instruction.

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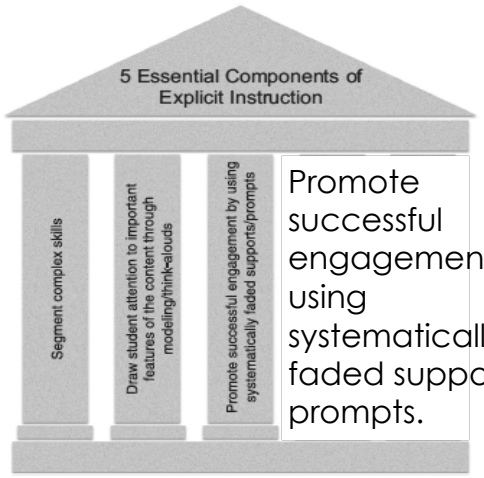

Promote successful engagement by using systematically faded supports/ prompts.

FIGURE 1 Five essential components of explicit instruction.

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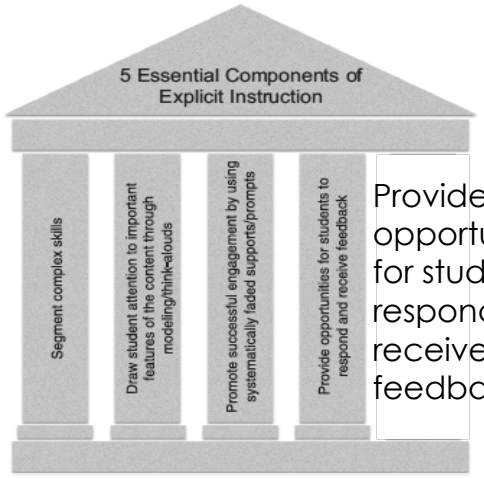

Provide opportunities for students to respond and receive feedback.

FIGURE 1 Five essential components of explicit instruction.

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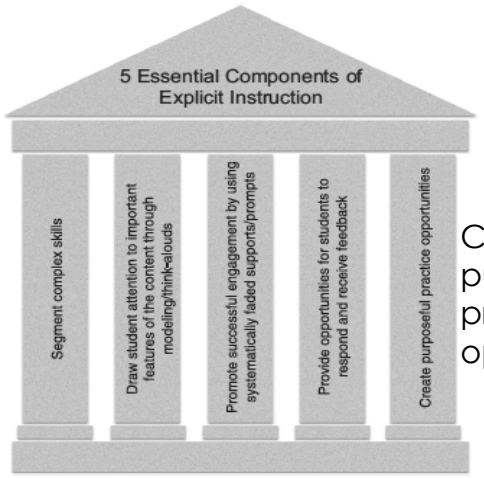

FIGURE 1 Five essential components of explicit instruction.

Create purposeful practice opportunities.

18

Which Stairs Would You Take?

19

Lesson 15

n	r	s
n	a	t
r	n	d
r	m	d

127 Lesson 15

20

Activity 8
Sounding Out

(When you go through the list of words, distinguish between the letters m *and* n *before sounding out each word.)*
(Touch under the n *in* an.) **What is this letter's sound? /nnn/**

Sound it out. *(Slide your finger under each letter as students sound out.)* **/aaa/nnn/**
Read it fast. an

Repeat the process with the following words: ant, nat, *sat, **ram.

Note: **(When you come to the word* sat, *say:)*
The next 2 words have no dots. Sound them out the way you always do.
***(Touch under the* m *when you come to* ram. *Follow this procedure:)*
What is this letter's sound? /mmm/
Sound it out. /rrr/aaa/mmm/
Read it fast. ram

Individual Practice

(Provide individual practice.)

Good reading. What should I do now? Put a check mark on the lesson Mastery Sheet.

an
ant
nat
sat
ram

21

Lesson 15

I am Nat.

I am a ram.

Sam is a rat.

Sam and Nat sat on the mat.

131 Lesson 15

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One question: Would you want your own children to go to this school?

23

Classroom demonstration

EDUCATION LAB

For more, go to seattletimes.com/education

24

Would you want your own children to go to this school? Why or why not?

25

Seattle Times

- Blog

EDUCATION LAB BLOG

Education Lab is a project to spark meaningful conversations about education solutions in the Pacific North

April 30, 2014 at 4:31 PM

Guest: The drawbacks of Direct Instruction

Posted by Jack Schneider

Direct Instruction works. And I'd never send my own child to a school that uses it.

Jack Schneider

That may seem like a paradox. But the picture becomes much once you have a sense of what Direct Instruction looks like. Hi century old, the program groups children by ability, breaks learning objectives down into their component parts, utilizes frequent assessment and immediate correction, and even scripts teacher instruction. According to the model's designer, Direct Instruction is "a set of procedures for producing a change in behavior toward a pre-stated objective."

Not surprisingly, students in Direct Instruction classrooms tend to score well on tests. Even in less-formal applications of the model — in which "direct instruction" is not capitalized, teachers work without scripts and

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EDUCATION LAB BLOG

Education Lab is a project to spark meaningful conversations about education solutions in the Pacific Northwest.

May 13, 2014 at 12:42 PM

Guest: Direct instruction offers clearest path for student success

Posted by Marcy Stein

How best should we educate our children? With direct instruction.

Marcy Stein

For more than 50 years, the best way to educate children has been heatedly debated by those who favor teacher-directed instruction (also known as explicit instruction) and their opponents who favor student-centered instruction — to the point where the debates have become "wars," e.g., the *reading* wars, the *math* wars.

Those who promote student-centered approaches falsely assume that children learn better when direct instruction is minimal, when the teacher is not a teacher at all but a coach who facilitates each child's individual rate of learning and personal creation of knowledge.

As a matter of fact, schools where teachers use direct instruction almost always measurably outperform similar schools where teachers do not. The superiority of direct instruction for students at risk for academic failure was recently recognized in a Seattle Times editorial about Auburn's Gildo Rey Elementary, a highly successful school in an impoverished community.

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If it's so effective, then why is it so controversial?

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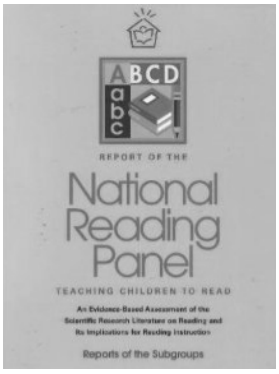
Areas of resistance

- Suitable for only some students
- Just rote learning and only suitable for learning basic skills
- Too teacher directed and encourages students to be passive learners
- Stifles creativity
- Robs students of the "aha" effect
- Is not well liked by students
- Is not the best way to teach—there are better ways

(Source: Adapted from McMullen & Madelaine, 2014)

28 Grades K-3

What about the evidence?



Explicit and systematic instruction

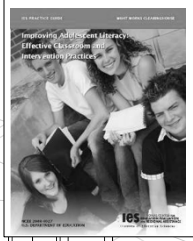
- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Text comprehension

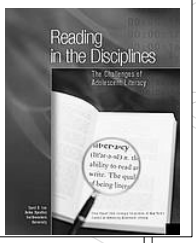
29 Grades 4-12

What about the evidence?

Explicit and systematic instruction

- Word study
- Fluency
- Vocabulary
- Comprehension
- Motivation





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And don't get me started about math!

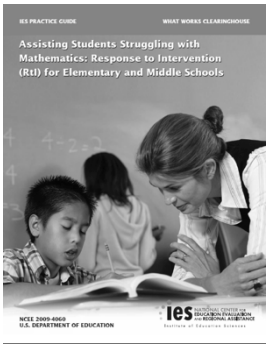
Recommendations

Tier 1

Recommendation	Level of Evidence
1. Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk. *Source – 2015 KB*	Moderate

Tiers 2 and 3

Recommendation	Level of Evidence
2. Instructional materials for students receiving interventions should focus intensely on in-depth treatment of whole numbers in kindergarten through grade 5 and on rational numbers in grades 4 through 8. These materials should be selected by committee. *Source – 2015 KB*	Minimal
3. Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. *Source – 2015 KB*	Strong
4. Interventions should include instruction on solving word problems that is based on common underlying structures. *Source – 2015 KB*	Strong
5. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas. *Source – 2015 KB*	Moderate
6. Interventions at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts. *Source – 2015 KB*	Moderate
7. Monitor the progress of students receiving supplemental instruction and other students who are at risk. *Source – 2015 KB*	Minimal
8. Include motivational strategies in tier 2 and tier 3 interventions. *Source – 2015 KB*	Minimal



Consistent positive effects on performance with word problems and computation using **clear modeling, think alouds, practice with extensive feedback.**

31

or science…!

PSYCHOLOGICAL SCIENCE

Research Article

The Equivalence of Learning Paths in Early Science Instruction

Effects of Direct Instruction and Discovery Learning

David Klahr[1] and Milena Nigam[2]

[1]*Department of Psychology, Carnegie Mellon University, and* [2]*Center for Biomedical Informatics, University of Pittsburgh*

32

or riding…!

or music…!

or sports…!

33

or working at Starbucks…!

34

or even mountain biking!

SUNDANCE
MTB SKILLS CLINIC

35

Grandma could teach us a thing or two!

36

Let's Review Before Visiting with Kevin Bacon

37

Assumptions of Effective Instruction

- All students can learn if we teach them carefully.
- The teacher is responsible for student success.
- Generalization or transfer of learning is the most critical stage of learning.

38

1. Segment complex skills.
2. Draw student attention to important features of the content through modeling/think alouds.
3. Promote successful engagement by using systematically faded supports/ prompts.
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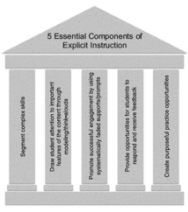

FIGURE 1 Five essential components of explicit instruction.

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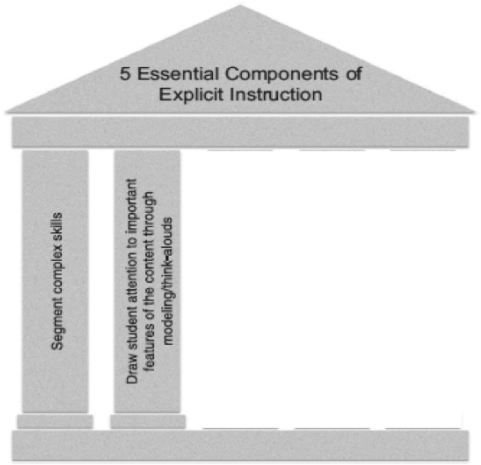
BE KEVIN BACON!



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Did Kevin…

1. Segment complex skills?
2. Draw student attention to important features of the content through modeling/think alouds?

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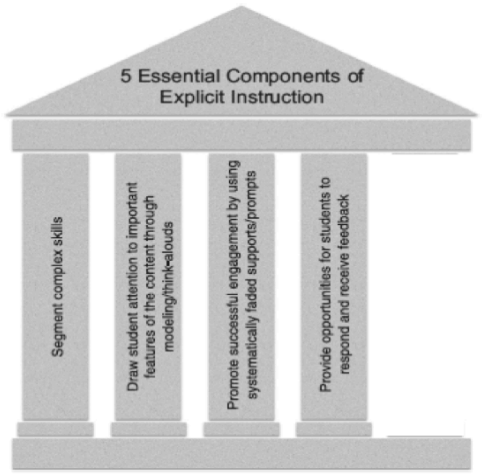
BE KEVIN BACON!



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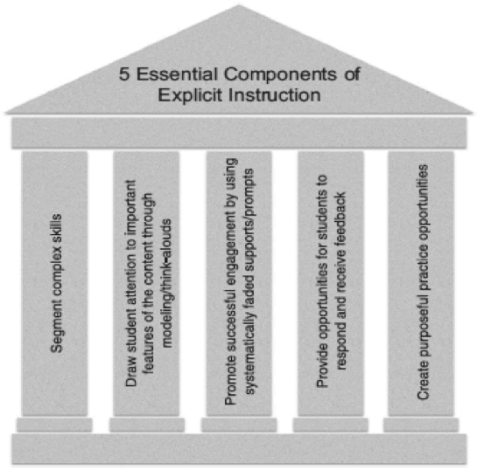

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Was Kevin Patient and Positive?

It Matters!

46

Or Does It?

47

We tend to get "hammered" on the apparent lack of generalization, transfer of learning, and creativity when explicit instruction is used.

See what you think!

48

49

Thank you!

When it comes to best practices in providing instruction, remember to be like Kevin Bacon!