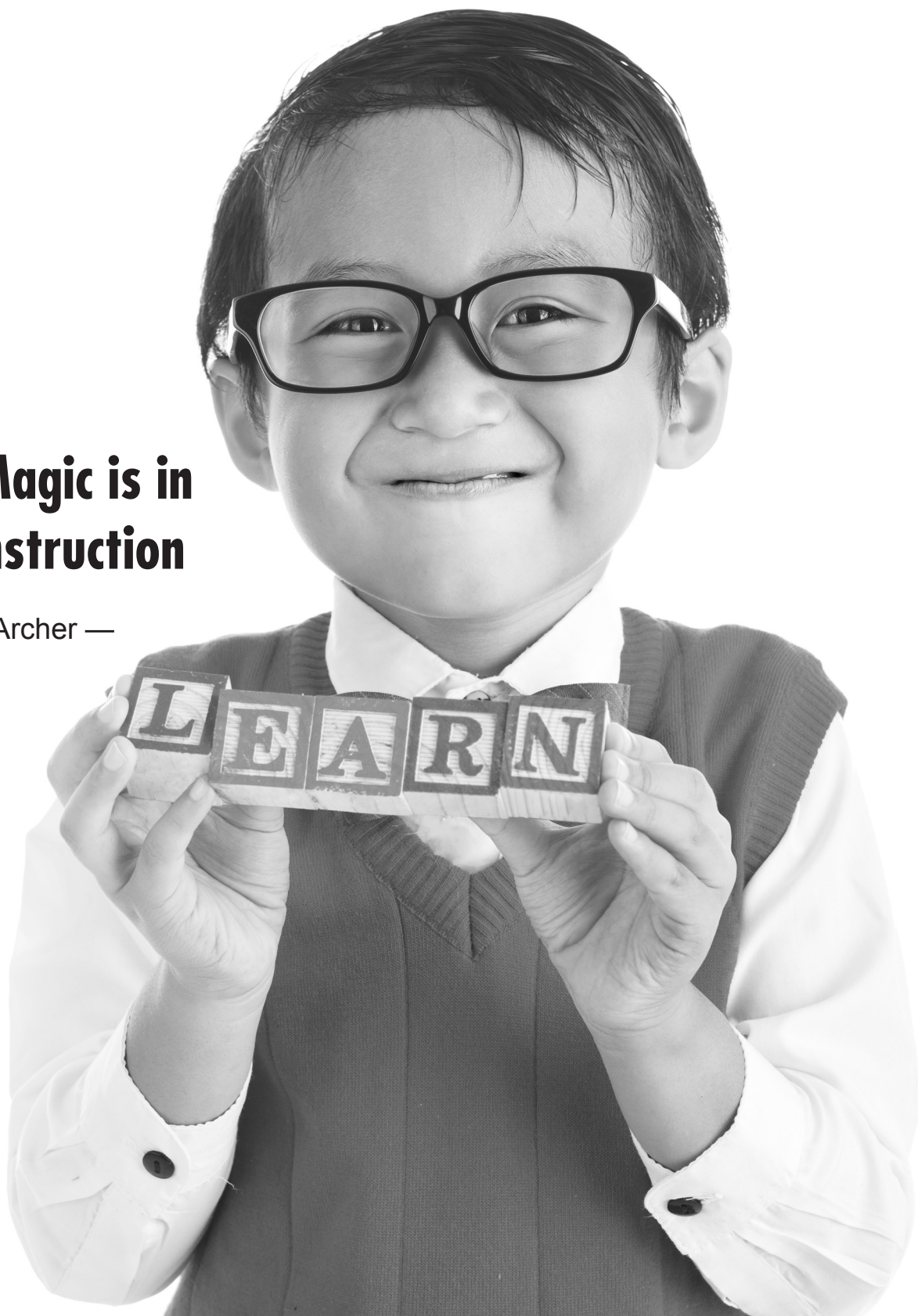


The Magic is in the Instruction

— Anita Archer —



PLAIN TALK ABOUT LITERACY AND LEARNING
New Orleans, LA | February 17-19, 2016



the Center for
**DEVELOPMENT
& LEARNING**

About the Presenter



Anita Archer

Anita Archer, Ph.D., recipient of ten Outstanding Educator awards, serves as an educational consultant to state departments, county agencies, and school districts on explicit instruction and literacy instruction. She has taught elementary and middle school students and has served on the faculties of San Diego State University, the University of Washington, and the University of Oregon. She is nationally known for her presentations and publications on instructional procedures and literacy instruction and has co-authored numerous curriculum materials with Mary Gleason including *REWARDS PLUS*, *REWARDS Writing and Skills for School Success*. Most recently, Anita wrote a textbook on explicit instruction with Charles Hughes entitled *Explicit Instruction: Effective and Efficient Teaching* (Guilford, 2011).

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The Magic is in the Instruction:

**Instruction, Feedback, Scaffolding,
Practice**

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Plain Talk
New Orleans 2016

Anita L. Archer, PhD
Author – Consultant – Teacher

Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. NY: Guilford Publications.

www.explicitinstruction.org

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Quality Instruction

“The quality of teachers is the single most important factor in the educational system.”

William, 2012

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Quality Instruction

Student	3 years	Outcome
2 nd grader at 50 th percentile	high teacher	90 th percentile
2 nd grader at 50 th percentile	low teacher	37 th percentile

Sanders and Rivers, 1996

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Quality Instruction

“The quality of an education system cannot exceed the quality of its teachers.”

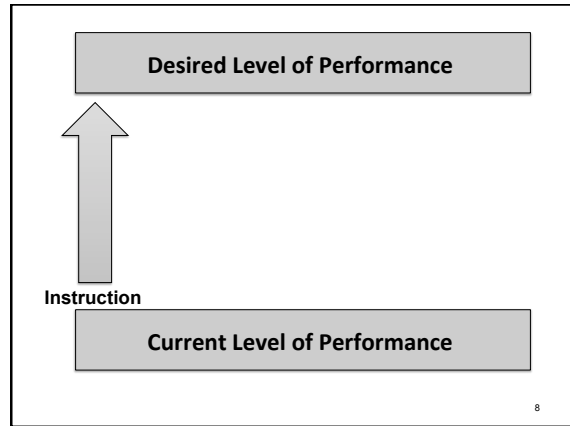
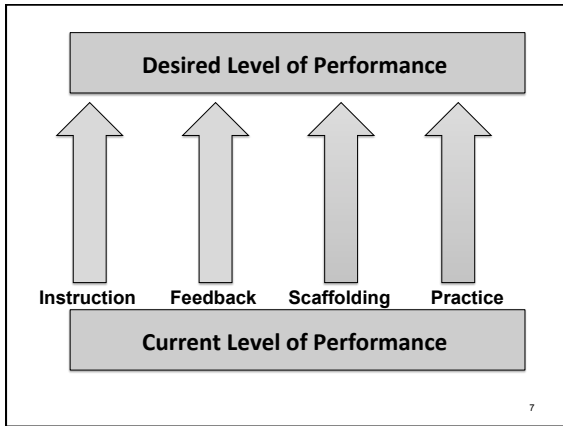
Barber and Mourshed, 2007

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Desired Level of Performance

Current Level of Performance

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What is Explicit Instruction?

- Explicit instruction is a **systematic instructional approach** that includes a set of **delivery and design procedures** derived from effective schools research.....
Ideas that Work
- ...**unambiguous** and direct approach to teaching that incorporates instruction design and delivery.
Archer & Hughes, 2011

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Explicit Instruction and Discovery

Not an either or - but a when.

Explicit Instruction	Discovery
Little or no background knowledge	A great deal of background knowledge in the domain
History of difficulty, of failure	History of success

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Explicit Instruction

Hattie & Yates, 2014

Teacher as Activator	<i>d</i>	Teacher as facilitator	<i>d</i>
Teaching students self-verbalization	.76	Inductive teaching	.33
Teacher clarity	.75	Simulation and gaming	.32
Reciprocal teaching	.74	Inquiry-based teaching	.21
Feedback	.74	Smaller classes	.21
Metacognitive Strategies	.67	Individualized instruction	.22
Direct Instruction	.59	Web-based learning	.18
Mastery Learning	.57	Problem-based learning	.15
Providing worked examples	.57	Discovery method in math instruction	.11
Providing goals	.50	Whole language	.06
Frequent effects of testing	.46	Student control overlearning	.04
Behavioral organizers	.41		
Average activator	.61	Average facilitator	.19

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Design of Instruction

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Instruction

★ **Provide systematic instruction on critical content.**

Lessons:

1. Are **organized** and **focused**
2. Begin with a statement of **goals (Learning Intentions)**
3. Provide **interactive review** of necessary preskills, recently taught strategies, content, or knowledge.

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Instruction

★ **Provide systematic instruction on critical content.**

4. Provide **step-by-step demonstrations**
5. Provide **guided** and supported **practice**
6. Use **clear** and **concise** language

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Instruction

★ **Provide systematic instruction on critical content.**

What we teach:

1. Facts and information
2. Skills and Strategies (How to do it)
3. Vocabulary and Concepts (What it is)

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Instruction

Explicit Instruction of Facts/Information

Attend
Intend
Rehearse
Retrieve

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Instruction

Retrieval Practice

“Practice at retrieving new knowledge or skill from memory is a potent tool for learning and durable retention.”

“Effortful retrieval makes for stronger learning and retention.” Brown, Roediger III, McDaniel, 2014

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Instruction

Explicit Instruction of Skills/Strategies

Demonstration	I do it.
Guided Practice	We do it.
Check Understanding	You do it.

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Instruction

Explicit Instruction of Concepts (Vocabulary)

1. Introduce the word.
2. Provide a “student-friendly explanation.”
3. Illustrate with examples.
4. Check understanding.

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Delivery of Instruction

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Elicit frequent responses

Verbal Response Procedures
Choral
Partners
Teams/Huddle Groups
Individual

Written Response Procedures
Types of writing tasks
Whiteboards
Response Cards/Response Sheets

Action Response Procedures
Acting out/Simulations
Gestures
Facial Expressions
Hand Signals

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Instruction

★**Elicit frequent responses.**

The active participation procedure should:

1. Involve **all students**
2. Be **structured**
3. Allow adequate **thinking time**

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Instruction – Monitor

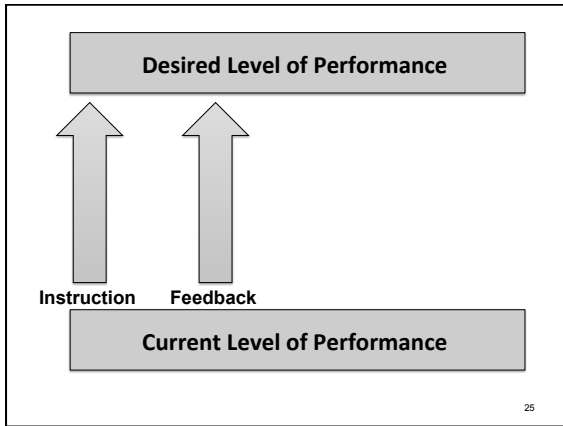
Choral Responses	Listen to all Hone in on low performing students
Partner Responses	Circulate Look at responses Listen to responses
Individual Responses	Listen carefully
Response Slates Response Cards Hand Signals	Look carefully
Written Responses	Circulate Look at responses
Action Responses	Look at responses

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Monitor

Walk around.
Look around.
Talk around.

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Feedback

"In the visual learning synthesis, feedback was associated with an **effect size of 0.73** indicating it is one of the most powerful factors implicated in academic learning and resultant achievement."

"Feedback refers to the process of securing information enabling change through adjustment or calibration of efforts in order to bring a person **closer to a well-defined goal.**" Hattie & Yates, 2014

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Feedback

- **Praise/Acknowledge**
- **Encourage/Support**
- **Corrective Feedback**
 - Correct errors with the individual or the group.
 - Correct with a neutral affect.
 - Use: **I do it. We do it. You do it.**

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Feedback

Feedback embedded within lesson

- Given to the entire class
- Given to individuals as the teacher monitors
- Given to individuals in small group instruction

Feedback on assignments

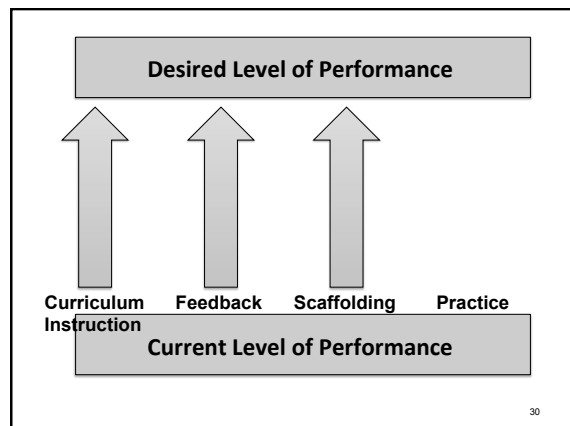
- Teacher provides feedback
- Self-corrections under teach guidance
- Self analysis of performance
- Partner feedback on performance

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Feedback

"Instruction is more effective than feedback. Feedback can only build on something; it is of little value when there is no initial learning or surface information." (Hattie & Timperley, 2007)

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Scaffolding

Provide scaffolding that enhances success



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Summary - Informational Text

Chapter: _____ Topic: _____

In this section of the chapter, a number of critical points were made about ...

First, the authors pointed out that...

This was important because...

Next, the authors mentioned that...

Furthermore, they indicated...

This was critical because...

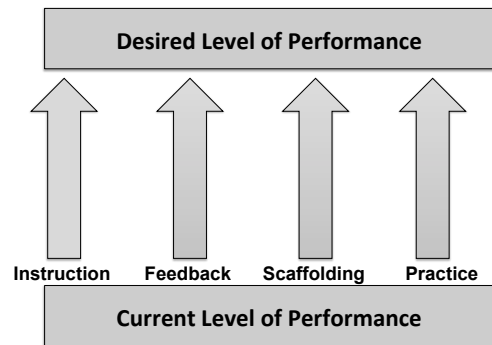
Finally, the authors suggested that...

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Summary - Informational Text – Example

- Chapter: *Drifting Continents*
- Topic: *Wegener's Theory*
- In this section of the chapter, a number of critical points were made about *Alfred Wegener's theory of continental drift*. First, the authors pointed out that *Wegener believed that all the continents were once joined together in a single landmass that drifted apart forming the continents of today*. This was important because *it explained why the outline of the continents as they are today fit together*. Next, the authors mentioned that *Wegener argued that there were many pieces of evidence supporting his theory of continental drift*. Furthermore, they indicated that *Wegener used evidence of similar landforms and fossils on different continents to prove his theory*. This was critical because *other scientists could validate this evidence*. Finally, the authors suggested that *despite this evidence, other scientists did not accept Wegener's theory because he could not explain the force that pushes and pulls the continent*.

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Practice

Practice
Practice
Practice
Practice

Retrieval Practice

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Practice

"It is virtually impossible to become proficient at a mental task without extended practice." Willingham, 2009

"Development of basic knowledge and skill to the necessary levels of automatic and errorless performance requires a great deal of drill and practice..." Brophy, 1986

"Use it or lose it." Unknown

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Practice

Purpose and Benefits of Practice

- Reinforces the basic skills needed to learn more advanced skills (proficiency, fluency, **automaticity**)
- Protects against **forgetting** (retention, maintenance)
- Improves transfer (**generalization**)

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Practice

Types of Practice

- **Initial Practice**
- **Distributed Practice**
- **Cumulative Practice/Review**

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Practice

Initial Practice

- Occurs under watchful eye of the teacher
- Provide numerous practice opportunities within the teacher-directed lesson to build accuracy. Provide immediate feedback after each item.

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Practice

Distributed or Spaced Practice

- Studying or practicing a skill in short sessions overtime.
- Distributing practice overtime (versus massing practice in one session) aids retention in a variety of academic areas.

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Practice

“Retrieval practice – recalling facts or concepts or events from memory – is more effective learning strategy than review by rereading.”

Distributed or spaced practice – “Periodic practice arrests forgetting, strengths retrieval routes, and is essential for hanging onto the knowledge you want to gain.” Brown, Roediger III, &McDaniel, 2014

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Practice

Cumulative Review

- Provide **intentional review** of previously taught skills/strategies/concepts /vocabulary/knowledge.
- Goal is to increase long-term retention.

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Practice

“... When basic skills are **automated**, mental space becomes available for deeper levels of thinking and understanding”
Hattie & Yates, 2014

- Reading words
- Reading passages
- Writing manuscript/cursive
- Typing/Keyboarding
- Spelling
- Saying numerals and value
- Math facts
- Graphing
- Solving equations
- Locating information in reference source
- Others

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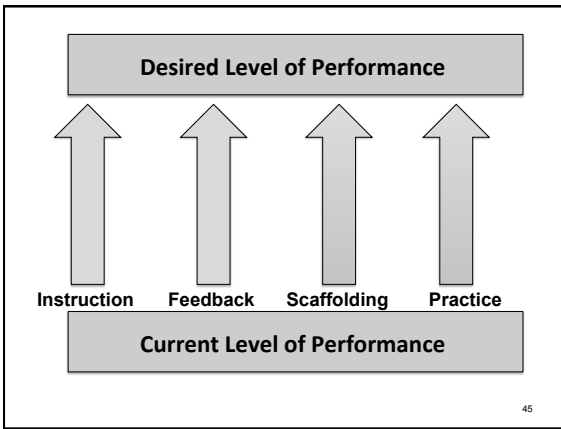
Practice

It is not: **Drill and Kill**

It is: **Drill and Skill**

Perhaps: **Drill and Thrill**

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Reflection

- What aspects of instruction need additional focus by your agency?

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Let us remember:

**How well we teach =
How well they learn**

**Teach with Passion
Manage with Compassion**

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Recommended Books

Book	Authors	Year
Explicit Instruction	Archer and Hughes	2011
Make it Stick	Brown, Roediger III, McDaniel	2014
Visible Learning	Hattie	2009
Visible Learning and the Science of How we Learn	Hattie and Yates	2014
Embedded Formative Assessment	William	2011
Why Don't Students Like School?	Willingham	2009

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