The Magic is in the Instruction

— Anita Archer —
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 includingREWARDS 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).

About CDL

CDL is a results-driven, nonprofit organization. Our singular focus is to improve the life chances of all children, especially those at high risk, by increasing school success.

We provide professional learning that is specific and relevant to the needs of your students and your teachers.

We tackle real-time issues such as critical thinking and metacognition, remediating struggling readers, and building and sustaining collective capacity of students and teachers.

Our professional learning is designed, facilitated, evaluated, and adjusted to meet your needs. In collaboration with school and district leaders, we examine student and teacher data and build professional learning in response to student and teacher performance. We examine progress frequently and adjust accordingly.

Our specialists excel in the areas of reading, writing, leadership, critical thinking, early childhood development, how students learn, intervention and remediation, and learner-specific instruction. We have experts at all levels from early childhood through high school.

Give us a call - we are ready to travel to you.
The Magic is in the Instruction:

Instruction, Feedback, Scaffolding, Practice

Quality Instruction

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

William, 2012

Quality Instruction

Student
2nd grader at 50th percentile
2nd grader at 50th percentile

3 years
high teacher
low teacher

Outcome
90th percentile
37th percentile

Sanders and Rivers, 1996

Quality Instruction

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

Barber and Mourshed, 2017

Desired Level of Performance

Current Level of Performance

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……….
  
  *More About Work*

- …*unambiguous* and direct approach to teaching that incorporates instruction design and delivery.
  
  Archer & Hughes, 2011

Explicit Instruction and Discovery

Not an either or - but a when.

<table>
<thead>
<tr>
<th>Explicit Instruction</th>
<th>Discovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no background knowledge</td>
<td>A great deal of background knowledge in the domain</td>
</tr>
<tr>
<td>History of difficulty, of failure</td>
<td>History of success</td>
</tr>
</tbody>
</table>

Explicit Instruction

Hattie & Yates, 2014

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching students self regulation</td>
<td>20</td>
</tr>
<tr>
<td>Teacher clarity</td>
<td>20</td>
</tr>
<tr>
<td>Response to instruction</td>
<td>30</td>
</tr>
<tr>
<td>Feedback</td>
<td>20</td>
</tr>
<tr>
<td>Instructional strategies</td>
<td>20</td>
</tr>
<tr>
<td>Direct instruction</td>
<td>20</td>
</tr>
<tr>
<td>Mastery learning</td>
<td>20</td>
</tr>
<tr>
<td>Bridging worked examples</td>
<td>30</td>
</tr>
<tr>
<td>Transfer general</td>
<td>10</td>
</tr>
<tr>
<td>Transfer effects of testing</td>
<td>30</td>
</tr>
<tr>
<td>Behavioral organization</td>
<td>10</td>
</tr>
<tr>
<td>Average activator</td>
<td>50</td>
</tr>
</tbody>
</table>

Design of Instruction
**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.

**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

**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)

**Instruction**

Explicit Instruction of Facts/Information

Attend
Intend
Rehearse
Retrieve

**Instruction**

Explicit Instruction of Skills/Strategies

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

Explicit Instruction of Concepts (Vocabulary)
1. Introduce the word.
2. Provide a "student-friendly explanation."
3. Illustrate with examples.
4. Check understanding.

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

Instruction

★Elicit frequent responses.
The active participation procedure should:
1. Involve all students
2. Be structured
3. Allow adequate thinking time

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

Monitor

Walk around.
Look around.
Talk around.
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)

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.

Feedback

“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)
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...
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)

Types of Practice
• Initial Practice
• Distributed Practice
• Cumulative Practice/Review

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.

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.

“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, strengthens retrieval routes, and is essential for hanging onto the knowledge you want to gain.” Brown, Roediger III, &McDaniel, 2014

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

Practice

It is not: Drill and Kill
It is: Drill and Skill
Perhaps: Drill and Thrill

Reflection

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

Let us remember:

How well we teach = How well they learn
Teach with Passion
Manage with Compassion

Recommended Books

<table>
<thead>
<tr>
<th>Book</th>
<th>Authors</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit Instruction</td>
<td>Archer and Hughes</td>
<td>2011</td>
</tr>
<tr>
<td>Make it Stick</td>
<td>Brown, Roediger III, McDaniel</td>
<td>2014</td>
</tr>
<tr>
<td>Visible Learning</td>
<td>Hattie</td>
<td>2009</td>
</tr>
<tr>
<td>Visible Learning and the Science of How we Learn</td>
<td>Hattie and Yates</td>
<td>2014</td>
</tr>
<tr>
<td>Embedded Formative Assessment</td>
<td>William</td>
<td>2011</td>
</tr>
<tr>
<td>Why Don’t Students Like School?</td>
<td>Willingham</td>
<td>2009</td>
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