Use explicit instruction

- Design carefully sequenced and organized lessons focused on critical content.
- Begin lessons with a clear statement of the lesson goals and their expectations of students.
- Review prior skills and knowledge before providing instruction in new content.
- Break down complex skills and strategies into smaller instructional units.
- Provide step-by-step demonstrations, as applicable, to explain a concept.
- Use clear and concise language throughout all lesson components and communicative interactions with students.
- Provide an adequate range of examples and non-examples, as applicable.
- Provide guided practice with scaffolded supports, incorporating distributed and cumulative practice opportunities as well.
- Provide frequent and varied opportunities for student response, monitor student performance closely, and provide immediate affirmative and corrective feedback.
- Maintain a brisk pace during lesson delivery and are attune to students’ shifting needs regarding pace throughout the lesson.
- Help students organize new knowledge with a range of scaffolded supports.

<table>
<thead>
<tr>
<th>Tips for Faculty to Support Candidate’s Learning and Enactment</th>
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<tbody>
<tr>
<td><strong>Introduce</strong> – Watch video of teachers delivering components of explicit instruction and discuss the components and their effects on student learning.</td>
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<tr>
<td><strong>Prepare</strong> – Given a learning objective, candidates will construct a clear statement of the lesson goals and expectations, identify prior skills and knowledge, and deliver the lesson goals, expectations, and prior skill and knowledge to a small group of peers who will provide positive and constructive feedback.</td>
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<tr>
<td><strong>Enact</strong> – Develop or use an observational tool to focus on specific components of the practice, and provide candidates with an opportunity to deliver explicit instruction with a small group of students. Provide feedback based on the observational tool.</td>
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<tr>
<td><strong>Analyze</strong> – Video record candidate’s enactment of explicit instruction. Using an agreed upon observational tool, review the video with the candidate, noting areas of strength and improvement.</td>
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</table>

Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- How does the language used impact students’ understanding of concepts? How can a teacher be mindful of this?
- Why is providing students with a clear goal and statement of expectations for each lesson important?
- How can examples and non-examples support student understanding? Are there any barriers or special considerations that you can think of regarding use of examples/non-examples?
- Why is keeping a brisk pace considered a key element of explicit instruction?
- Why are frequent opportunities for student response so critical to an explicit lesson? What strategies can be used to elicit student responses?


References and Additional Resources

**CEC Standards**

**CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12)**

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

**Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)**

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

**Books**


**Journal Articles**


