

DOMAIN THREE:

Instruction in Behavior and Academics, Embedded HLP

HLP 16: Use Explicit Instruction



Use Explicit Instruction: Categories of Work

Prepare for Explicit Instruction

- Clearly identify the learning and/or behavior objective and critical content and/or skills to be taught.
- Consider the learning challenges the critical content and skills present.
- Consider the individualized learning needs and background knowledge of students in the class.
- Design a carefully sequenced and organized lesson focused on the objective that includes linguistically and culturally relevant examples and practice opportunities.
- Break down complex skills into smaller instructional units
- Develop formative and summative assessments for the lesson.

Deliver Explicit Instruction

- Share the lesson objective and purpose and rationale for the lesson.
- Share expectations for student participation in the lesson.
- Provide step-by-step demonstrations, as applicable, to explain a concept or demonstrate a skill.
- Provide think-aloud models when applicable.
- Use clear and concise language throughout all lesson components and interactions with students.
- Provide an adequate range of examples and non-examples, as applicable.
- Provide guided practice with scaffolded supports.
- 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 attend to students' shifting needs regarding pace throughout the lesson.

Conclude Explicit Instruction

- Summarize critical content or skills.
- Summarize the purpose and rationale.
- Help students organize new knowledge with existing knowledge.
- Explain next steps or make connections to next lesson.
- Review results of formative and summative assessments, consider the need to reteach or individualized support that may be needed.

Suggestions for Faculty to Support Candidates' Learning and Enactment

Prepare for Explicit Instruction

Introduce – Share a model for explicit instruction including critical components; provide small groups of candidates with example learning and/or behavior objectives for a specific grade or achievement level and ask them to identify what learning challenges the content and/or skills might present.

Prepare – Provide small groups of candidates with a standard for a particular grade level and a brief description of a classroom's demographics; ask candidates to develop at least one instructional and behavioral objective, analyze the learning challenges, design a carefully organized and sequenced lesson that is considerate of the characteristics of the students, and develop formative and summative assessments for the lesson.

Enact – Provide individual students with a standard for a particular grade level and a brief description of a classroom's demographics; ask candidates to develop at least one instructional and behavioral objective, analyze the learning challenges, design a carefully organized and sequenced lesson that is considerate of the characteristics of the students, and develop formative and summative assessments for the lesson.

Analyze – Share example lesson plans with small groups of candidates and ask them to analyze for the critical features of explicit instruction and adherence to the instructional/behavioral objective, lesson components that address learning challenges, appropriate and useful formative and summative assessments, and cultural and linguistic considerations.

Deliver Explicit Instruction

Introduce – Share and review a simple, single column rubric with candidates; ask candidates to use the rubric while watching video of teachers implementing explicit instruction. Discuss their findings.

Prepare – Conduct simulated interactions, within small groups, of critical components of explicit instruction such as sharing the objective, purpose, and rationale, providing step-by-step demonstrations or think-aloud models, providing frequent opportunities for student response, etc. Provide positive and constructive feedback.

Enact – Provide candidates an opportunity to deliver explicit instruction with one or two children and youth in schools and provide positive and constructive feedback.

Analyze – Watch video of teacher enactment of explicit instruction with the purpose of identifying evidence of critical features and student learning. Discuss as a whole group.

Conclude Explicit Instruction

Introduce – Discuss the importance of intentionally concluding a lesson, summarizing, and forecasting.

Prepare – Assign candidates the task for determining how they will help students organize their new knowledge and connect it with existing knowledge; provide candidates with summative and/or formative assessment results and ask them to determine the next instructional steps they would engage in based on the results.

Enact – Given a completed lesson plan, have candidates role play how they would close out the lesson including all of the critical components described above.

Analyze – Share transcripts of the conclusion of a lesson with small groups of candidates and ask them to critique the conclusion by noting the positive components and suggesting areas for improvements. Provide feedback on their findings.

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

- How does the language teachers use impact students' understanding of concepts? How can a teacher be mindful of language?
- Why is providing students with a clear goal and statement of expectations, purpose, and rationale for each lesson important?
- What are your strengths and areas you feel you need to improve when implementing explicit instruction? How do you plan to address your areas of improvement?
- How can examples and non-examples support student understanding? What barriers or special considerations regarding use of examples/non-examples should be considered?
- 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?