



Instruction in Behavior and Academics

HLP Pillars

HLP 7

Establish consistent, organized and responsible learning environments.

HLP 16

Use explicit instruction.

Embedded HLPs

What to teach

HLP 9: Teach social behaviors.
HLP 14: Teach cognitive and metacognitive strategies to support learning and independence.

HLP 21: Teach students to monitor and generalize new learning across time and settings.

How to teach

HLP 13: Adapt curriculum tasks and materials for specific learning goals.
HLP 15: Provide scaffolded supports.
HLP 22: Use flexible grouping.

HLP 18: Use strategies to promote active student engagement.
HLP 19: Use assistive and instructional technologies.

HLP 4(22): Provide positive and constructive feedback to guide students' learning (HLP 22) and behavior (HLP 9).

HLP 16: Use Explicit Instruction

Explicit instruction is considered a pillar practice because it is used to support student learning across academic, social, and behavioral tasks in all grade levels and content areas. Educators use explicit instruction to make learning new content, skills, and strategies accessible to students. When using explicit instruction, educators explain concepts by highlighting essential content, anticipating common misconceptions, and strategically choosing examples, non-examples, and language to facilitate understanding. They model and scaffold processes to enhance student understanding, readiness to apply skills, and completion of tasks.

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation and feedback efforts at their school site.

Teachers Who Effectively 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 be attuned to students' shifting needs regarding pace throughout the lesson.
- Help students organize new knowledge with a range of scaffolded supports.

Tips for School Leaders to Support Teachers

- Provide educators with instruction, professional development, and/ or coaching in effectively planning for and delivering lessons that incorporate the key elements of explicit instruction.
- Observe educators to document the extent to which they are using the elements of explicit instruction and provide coaching and/or feedback on areas that require improvement.
- Provide support to teachers/teams around chunking complex skills/ concepts and designing these lessons in a logical sequence.

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

- What professional development opportunities are needed to build teacher capacity in explicit instruction?
- How can leaders use classroom walkthroughs or peer observations to highlight effective explicit instruction strategies?
- What role does instructional coaching play in supporting teachers to implement explicit instruction with fidelity?

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