**Delivering Explicit Instruction**

Mastery Learning, Effect Size = .57

(Teacher as Activator; Hattie, 2009)

**Definition**: “Explicit instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved” (Archer, 2011).

**Rationale (Why):**

1. The effectiveness of explicit instruction has been validated repeatedly by research involving general education and special education students. The effect sizes for the following explicit teaching methods are given; reciprocal teaching .74, feedback .72, student self-verbalization .67, frequent testing .46, direct instruction .59. These effect sizes tell us that significant student progress is made when these techniques are used.
2. It is absolutely necessary when student discovery is impossible, inaccurate, incomplete or inefficient. Examples: How sounds are associated with letters, how quantity is associated with number, the order of operation in algebra, the process for sounding out words, the construction of a persuasive essay, the elements in scientific inquiry, or specific spelling rules. (Archer, 2011)

Explicit instruction is made up of sixteen different elements, that when combined, yield increased skill and concept mastery by all students. These elements are:

1. Focus instruction on critical content.
2. Sequence skills logically.
3. Break down complex skills and strategies into smaller instructional units.
4. Design organized and focused lessons.
5. Begin lessons with a clear statement of the lessons goals and expectations.
6. Review prior skills and knowledge before introducing new material.
7. Provide step-by-step demonstrations.
8. Use clear and concise language.
9. Provide an adequate range of examples and non-examples.
10. Provide guided and supported practice.
11. Require frequent responses.
12. Monitor student performance closely.
13. Provide immediate affirmative and corrective feedback.
14. Deliver the lesson at a brisk pace.
15. Help students organize knowledge.
16. Provide distributed and cumulative practice.

**Structure of the Explicit Lesson**

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| Opening of the Explicit Lesson  **Gain students’ attention**.  **Preview:**   * State the goal of the lesson. * Discuss the relevance of the target skill.   3 W’s: Why? When? Where?  **Review:**   * Review critical prerequisite skills. |

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| Body of the Explicit Lesson  **Modeling (I do it.):**   * Show and tell (Demonstrate and describe). * Three C’s: = Clear, Consistent, Concise. * Involve Students. |

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| Body of the Explicit Lesson  **Prompted or Guided Practice (We do it.):**  **Physical Prompts Levels of Scaffolding**  Fade physical prompts as student **Tell** them what to do.  understanding/skill increases. **Ask** them what to do.  **Verbal Prompts** **Remind** them what to do.  Fade verbal prompts  **Visual Prompts**  Fade visual prompts |
| Body of the Explicit Lesson  **Group Practice (Y’all do it).** Students practice in small groups or pairs.  **Unprompted practice (You do it.).** |

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| Closing the Explicit Lesson  **Review** critical content.  **Preview** the content of the next lesson.  **Assign** independent work. |

**Throughout lesson:** Involve students. Monitor performance. Provide feedback. (Archer, p. 40).