Explicit Instruction -
Effective and Efficient Teaching

Part 2

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Explicit Instruction is

- Systematic
- Relentless
- Engaging

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Explicit Instruction is engaging. Delivery of Instruction

1) Frequent **responses** are elicited.

2) Student performance is carefully **monitored**.

3) Immediate affirmative and corrective **feedback** is provided.

4) The lesson is delivered at a **brisk pace**.

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Active Participation - Why?

Why is it important to constantly elicit
responses from students?

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Active Participation - Why?

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Feedback

Why is it important to constantly elicit responses from
students?

Contributes to a positive learning environment
- increases **engagement**
- increases **on-task** behavior
- increases **accountability**
- promotes **desired behaviors**
- reduces **inappropriate behaviors**
- keeps class **moving** along

Check for understanding
- allows the teacher to **monitor** understanding,
  adjust the lesson based on responses and
  provide **feedback** to students

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Feedback

Promotes learning
- provides **rehearsal** of information and concepts
- provides **practice** of skills and strategies
    retrieve - respond - retain

- **focuses** students' attention on critical content

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Active Participation - Why?

Opportunities to respond related to:
- Increased academic achievement
- Increased on-task behavior
- Decreased behavioral challenges

Caveat
- Only successful responding brings these results
  Initial Instruction - 80% accuracy
  Practice/Review - 90% or higher accuracy

Active Participation - What?

Opportunities to Respond

Verbal Responses
Written Responses
Action Responses

All Students Respond. When possible use response procedures that engage all students.

Active Participation -
How can students respond in a lesson?

Verbal Responses

Written Responses

Action Responses

Active Participation -
Brainstorming

- **Think**
  - Have students think and record responses.
  - As students are writing, move around the classroom and write down students' ideas and their names.
- **Pair**
  - Have students share their ideas with their partners.
  - Have them record their partners' best ideas.
  - As students are sharing, continue to circulate around the room, recording ideas and names.
- **Share**
  - Display the ideas and names on the screen. Use this as the vehicle for sharing.

Video

- What active participation procedures were directly taught?

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Video

- Good practices:

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Preview of Active Participation Procedures

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

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Active Participation Procedures

The active participation procedure should:

1. Match the **purpose** for eliciting the response

2. Include **all students**

3. Be used **routinely**

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Verbal Responses - *Choral Responses*

Use when answers are short & the same
Use when recall and rehearsal of facts is desired
Use for quick review of information

- **Students are looking at teacher**
  - Ask question
  - Put up your hands to indicate silence
  - Give thinking time
  - Lower your hands as you say, "*Everyone*"

  OR
  Simply say "Everyone"

Verbal Responses - *Choral Responses*

- **Students are looking at a common stimulus**
  - Point to stimulus
  - Ask question
  - Give thinking time
  - Tap for response

Verbal Responses - *Choral Responses*

- **Hints for Choral Responses**
  - Provide adequate thinking time

  - Have students put up their thumbs or look at you to indicate adequate thinking time

  - If students don't respond or blurt out an answer, repeat *(Gentle Redo)*

Choral Responses – Summing it up

What are some benefits of **structured** choral responses?

Verbal Responses - *Partners*

Use when answers are long or different
Use for foundational and higher order questions

Partners

- Assign partners

- Pair lower performing students with middle performing students

- Give partners a number (#1 or #2)

- Sit partners next to each other

- Utilize triads when appropriate (#1 #2 #2)

- *Effective secondary procedure* - Prepare a seating chart indicating names, partners, and numbers

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Verbal Responses - *Partners*

- **Other hints for partners**

  - Teach students how to work together
    Look, Lean, and Whisper or

    Look, Lean, Listen, and Whisper

  - Change partnerships occasionally (every three to six weeks)

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Uses of Partners

1. **Responding to a question, task, or directive**

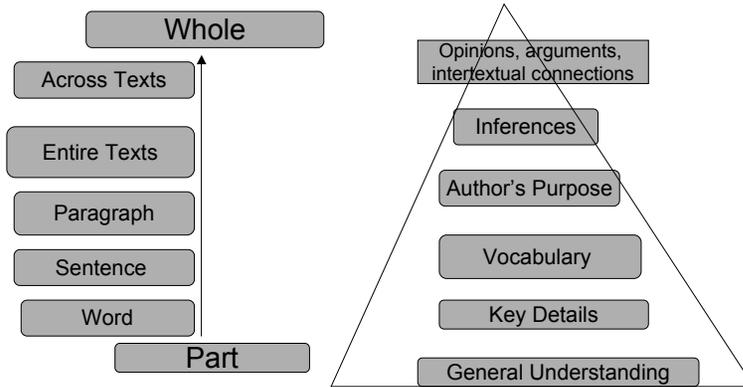2. **Teaching information to a partner**

3. **Studying with a partner**

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Uses of Partners

1. Responding to a question, task, or directive

A. **Think - Pair - Share**

Brainstorming ideas

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A few words about text-dependent questions
Fisher & Frey, 2012

Whole
- Across Texts
- Entire Texts
- Paragraph
- Sentence
- Word

Part

- Opinions, arguments, intertextual connections
- Inferences
- Author's Purpose
- Vocabulary
- Key Details
- General Understanding

Partner Uses

1. Responding to a question, task, or directive

B. **Saying answer to partner** (Partners First)

1. Ask a **question**

2. Give students **thinking time**

3. Provide a verbal or written **sentence starter**

4. Have students share answers with their **partners** using the sentence starter

5. Call on a **student** to give answer

Partner Uses - Example
Scaffolding Answers with Sentence Starters

Example   *McDougal Littell Literature*
                 7th Grade
                 Seventh Grade by Gary Soto

1. What background information do you learn about Victor in the first paragraph?

Start by saying: *In the first paragraph, we learn the following information about Victor. First, we learned that_____. Next, we learned that _____. Finally, we learned _____.*

2. When the boys scowl, they see girls look at them. What might the girls be thinking?

Start by saying: *When the boys scowl, the girls might be thinking _____.*

Partner Uses

What are the benefits of having students share answers with their partners before you call on them?

Partner Uses - *Discussion*

- Have students discuss responses to question, task, or directive

- Scaffold the discussion with sentence starters

Discussion

Discussion sentence starters

Disagreeing

I disagree   with _____ because _____.

I disagree with _____.   I think _____.

Agreeing

I agree with _____ because _____.

I agree with _____   and I also think _____.

Verbal Responses - *Discussion*
Adapted from presentation by Kate Kinsella, PhD

Structured Discussion

Agreeing

My idea is similar to _____ idea. I think_____

My ideas expand on _____ idea. I think _____

I agree with _____ and want to add_____

Disagreeing

I don't agree with _____ because _____

I have a different perspective from _____. I think_____

My views are different from _____. I believe_____

Verbal Responses - *Discussion*

Structured Discussion

Clarifying

Will you please explain _____

What did you mean when you stated _____

Could you please clarify your idea for me.

Paraphrasing

What I hear you saying is _____

So you believe _____

Verbal Responses- *Partner Uses*

2. Teaching information to a partner

A. **Teach information using:**

Graphic organizers, maps, diagrams, charts, Power Point slides, drawings, notes, vocabulary log, etc

Verbal Responses- *Partner Uses*

B.   **Teaching information to partner using worked problems**

Example #1. What percent of 120 is 90?

$$p \cdot 120 = 90$$

$$p = \underline{90} = 0.75 \qquad So\ 90\ is\ 75\%\ of\ 120$$
$$120$$

Example #2. small living room

small, dark bedroom

famous movie star

mysterious, twinkling star

Verbal Responses- *Partner Uses*

3. Studying with a partner

A. **Study content area information using:**

1. Textbook, notes, handouts, etc

2. **Study - Tell - Help - Check**

Verbal Responses- *Partners*

- **Study**
  - Give the students a minute or two to study notes, text material, graphic organizer, or handout

- **Tell**
  - Ask partners (#1 or #2) to retell what they remember about topic

- **Help**
  - Have the second partner assist by:
    - Asking questions
    - Giving hints
    - Telling additional information

- **Check**
  - When both partners have exhausted recall, they check with their notes, text material, graphic organizer, or handout

Verbal Responses - *Partners*

Other Uses of partners

1. Monitor partner to see if directions are followed

2. Share materials with partners

3. Assist partners during independent work

4. Collect papers, handouts, assignments for absent partners

Summing it up

Structured Partners can be used in my class in a number of ways. First, I will use partners to _____

_____

Second, I will use partners to _____

_____

Third, partners will _____

_____.

Verbal Responses - Teams
Use for higher order questions
Use when there are multiple perspectives/opinions

- Join two partnerships to form a team of four.
- Label the members of the team with letters (a, b, c, d) OR
- Indicate by position.

  "Team members sitting in this location will begin sharing."
  "Team members sitting in this location will report to the class."

Verbal Responses - Teams

Rounds
- First team member shares for a limited time.
- Other team members ask clarifying questions.
- Rounds are repeated until all 4 have spoken.
- Selected reporter summarizes.
- Reporter reports to the class.

Verbal Responses - *Individual Turns*

- **Less desirable practices**

#1. Calling on volunteers

Guidelines:
- Call on volunteers only when answer relates to personal experience

- Don't call on volunteers when answer is product of instruction or reading
  - Randomly call on students

Verbal Responses - *Individual Turns*

- **Less desirable practices**

#2. Calling on inattentive students

Guidelines:
- Don't call on inattentive students
- Wait to call on student when he/she is attentive

- **To regain attention of students:**
  - Use physical proximity
  - Give directive to entire class
  - Ask students to complete quick, physical behavior

Verbal Responses - *Individual Turns*

Option #1 - Partner First

1. Ask a **question**

2. Give students **thinking time**

3. Provide a verbal or written **sentence starter**

4. Have students share answers with their **partners** using the sentence starter

5. Call on a **student** to give answer

6. Engage students in **discussion** using discussion   sentence starters

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Verbal Responses - *Individual Turns*

Option #2 - Question First

1. Ask a question

2. Raise your hands to indicate silence

3. Give thinking time

4. Call on a student

5. Provide feedback on answer OR

   Engage students in a discussion

Verbal Responses- *Individual Turns*

- **Procedures for randomly calling on students**

Procedure #1   Write names on cards or stick. Pull a stick and call on a student.

Procedure #2   Use ipad or iphone app (e.g., *Teacher's Pick, Stick Pick, or Pick Me!)*

Procedure #3   Use two decks of playing cards. Tape cards from one deck to desks. Pull a card from other deck and call on a student.

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Verbal Responses- *Individual Turns*

Option #3 - Whip Around or Pass

Use when many possible answers

1. Ask a question

2. Give students thinking time

3. Start at any location in the room

   - Have students quickly give answers

   - Go up and down rows, limiting comments

   - Allow student to pass

Note: If students are "habitual passers", alter the procedure. Return to students that pass. Have them report the best or most interesting idea of their peers.

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Video

- Best Practices

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Video

- Missed Opportunities

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Written Responses

Materials

- Paper
- Graph paper
- Graphic organizers
- Journals
- Vocabulary logs
- Post - its
- Posters
- Anticipation guide

- Computers
- Electronic tablets
- Response slates
- Response cards

Written Responses

Response Type
- Answers
- Sentence starter
- Writing frame
- Personal notes
- Highlighting - Underlining
- Brainstorming
- Quick writes
- Quick draws
- Warm-up activity (Do Now)
- Exit Ticket

Written Responses

- **Written response**

  - Gauge length of written response to avoid "voids"

    - Make response fairly short OR

    - Make response "eternal"

Written Responses

- **Response Slates** (white boards)
  - Give directive

  - Have students write answers on individual whiteboards

  - When adequate response time has been given, have students display slates

  - Give feedback to students

  Note: "Virtual white boards" can be created using heavy sheet protectors or plastic plates.

Written Responses

Response cards

- Have students write possible responses on cards or paper or provide prepared cards
  Examples:

  Simple responses: Yes, No; True - False; a.b.c.d., l.2.3.4
  Punctuation Marks: . ? ! , " "
  Branches of Government: Legislative, Executive, Judicial
  Math Vocabulary Terms: perimeter, area

- Ask a question
- Have students select best response card
- Ask students to hold up response card
- Monitor responses and provide feedback

Note: Utilize a *Response Sheet.* Label sides: True, False; 1 2 3 4; yes no;
  a b c d.

Summing it up
(Multiple choice - Select best answer and indicate on response sheet.)

Directions: Select the best answer

A. The greatest benefit of using response slates and response cards is:

1. The novelty of the procedure and the resulting student motivation
2. The increased accountability of the students
3. The relative low cost of the procedure
4. None of the above

Summing it up
(Multiple choice - Select best answer and indicate on response sheet.)

Directions: Select the best answer

B.   Response cards have a number of benefits including:

1. Increased student accountability
2. Teachers' ability to monitor all students
3. A limited set of possible responses
4. All of the above

Action Responses

- **Act out**
  - Students act out historical event, vocabulary term, concept, or process

  - Students participate in simulation
    Example: Stock market
    United Nation

Action Responses

- **Gestures**
  - Students indicate answers with gestures

- **Facial expressions**
  - Students indicate answer with facial expression
  - Example: "Show me despondent." "Show me not despondent."

- **Hand signals**
  - Students indicate answer by holding up fingers to match numbered answer

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Action Responses

Hand signals

- **Level of understanding**
  - Students place hand to indicate level of understanding (high-forehead, OK-neck, low-abdomen)

  - Students display one (no understanding) to five (clear understanding) fingers

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Action Responses

Hand signals

1. Display numbered items on the screen
   Example: 1. elude   2. intention   3. reluctant
2. Carefully introduce and model hand signals
3. Ask a question
4. Have students form answer (e.g., 3 fingers to indicate item #3) on their desks
5. When adequate thinking time has been given, have students hold up hand

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Summing it up

I intend to use the following active participation procedures:

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Passage Reading Procedures

- What are some disadvantages of "round-robin reading" when the group size is large?

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Passage Reading - *Silent Reading*

Augmented Silent Reading (Whisper Reading)

- Pose pre-reading question

- Tell students to read a certain amount and to reread material if they finish early

- Monitor students' reading

- Have individuals whisper-read to you

- Pose post- reading question

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Passage Reading - *Choral Reading*

Choral Reading

- Read selection with students

- Read at a moderate rate

- Tell students "Keep your voice with mine"

- *Possible Uses:* Chorally read wording on slide, directions, steps in strategy, initial part of story/chapter

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Passage Reading - *Cloze Reading*

Cloze Reading

- Read selection

- Pause and delete "meaningful" words

- Have students read the deleted words

- *Possible Uses: W*hen you want to read something quickly and have everyone attending

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Passage Reading - *Individual Turns*

Individual Turns

- Use with small groups

- Call on individual student in random order

- Vary amount of material read

If used with large group,

- Assign paragraphs for preview and practice OR

- Utilize the me or we strategy

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Passage Reading - *Partners*

Partner Reading

Assign each student a partner

Reader whisper reads to partner

Narrative - Partners alternate by page or time

Informational text - Partners alternate by paragraph

Read - Stop - Respond

Respond by: *Highlight critical details, take notes, retell content, or answer partner's questions*

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Passage Reading - *Partners*

Partner Reading

Coach corrects errors

- Ask - *Can you figure out this word?*

- Tell - *This word is _____. What word? Reread the sentence.*

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Passage Reading - *Partners*

Scaffolding lowest readers

- Lowest reader placed on triad and reads with another student

- Partners allowed to say "me" or "we"

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Learning is not a spectator sport

Many responses

Many responders

Delivery of Instruction -
Monitor Students' Responses

Benefits of constantly monitoring students' responses during instruction and independent work.

1. _____

2. _____

3. _____

4. _____

5. _____

Delivery of Instruction -
Monitor Students' Responses

- **Walk around.**

- **Look around.**

- **Talk around.**

Delivery of Instruction -
Monitor Students' Responses

- As you carefully listen to and look at student responses, ask yourself these questions:

1. Are the responses correct or incorrect?

2. If the response(s) is incorrect, what type of correction procedure should be used?

3. If the response(s) is correct, what type of affirmation/praise would be appropriate?

Delivery of Instruction - *Monitor Students' Responses*

4. What adaptations, if any, should be made in the current lesson?
   a. Can the lesson go forward?
   b. Should confusing facts, concepts, skills, or strategies be retaught immediately?
   c. Should additional practice be provided within the lesson?
5. What adaptations, if any, should be made in future lessons?
   a. Should facts, concepts, skills, or strategies be retaught?
   b. Should additional practice be provided?

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Delivery of Instruction - *Provide Immediate Feedback*

- **Praise/Acknowledge**

- **Encourage/Support**

- **Correct errors**
  - Correct errors with the individual or the group.
  - Correct with a neutral affect.
  - Use: **I do it. We do it. You do it.**

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Delivery of Instruction - *Provide Immediate Feedback*

Corrections are:
- Provided
- Immediate
- Specific and informative
- Focused on the correct versus incorrect response
- **Delivered with appropriate tone**
- Ended with students giving correct response

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Delivery of Instruction - *Provide Immediate Feedback*

Praise is:
- contingent (IF – THEN)
- specific
- provided for noteworthy performance
- **focused on achievement and effort rather than personality attributes**
- comparing students to themselves rather than to other
- positive, credible, genuine

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Monitor and Provide Feedback

Correct and quick response	Acknowledge and move on.	"Correct" "Yes, that's right."
Correct but hesitant response	Acknowledge and add brief 'firm-up explanation'.	"Correct. Since this is a telling sentence, we would end the sentence with a period."

Monitor and Provide Feedback
Students should ALWAYS practice correct response.

Incorrect response when "fact" requested.	1. Model the correct answer.**(I do it.)** 2. Check understanding. **(You do it.)** 3. Check again.	(Student says /o/ for /a/.) "This sound is /a/?" "What sound?" /a/ "What sound?" /e/ "What sound?" /o/ "What sound?" /a/
Incorrect response when strategy or rule used.	1. Guide student(s) to the correct answer by asking questions on the steps of the strategy or rule. **(We do it.)** 2. Check understanding. **(You do it.)** 3. Check again.	(Students spell *siting* for sitting.) "Does sit end with a CVC?" *yes* "Does the ending begin with a vowel?" yes "So do we double the final consonant?" *yes* "Everyone, write sitting on your slate." "Show me."

Delivery of Instruction -
Maintain a Brisk Pace

- **Prepare for the lesson.**

- **Use instructional routines.**

- **When you get a response, move on.**

- **Avoid verbosity.**

- **Avoid digressions.**

Explicit Instruction

How well you teach =
How well they learn

Explicit Instruction

- **TEACH WITH PASSION.**

- **MANAGE WITH COMPASSION.**