

**Explicit Instruction: THE Key to Increasing Academic  
Engaged Time**

**Session 3**

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## Explicit Instruction: THE Key to Increasing Academic Engaged Time

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Continued:

1:00 pm – 4:00 pm

Part 1: Explicit Instruction: Key to Prevention and Intervention

Dr. Anita Archer

Author and Education Consultant

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Dr. Archer: Be certain that you have your buff handout out, and first I do want to thank you for making the morning go so quickly. And, and apologize for not watching the clock, and I do have to apologize for something else because I had one little piece of knowledge that I didn't know. Because when we talk about the common core we always talk about the states that didn't say yes, which are Texas, Nebraska and Alaska and now I've learned, Virginia. And, but everything I said about the common core is totally related to your standards which I've also read, and you made decisions just like Texas, well not quite like Texas. They believe they are another nation, but that you, but you have the same issues.

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Dr. Archer: And when I did read the evaluation that is often used, used by principals for teachers the whole issue about higher order brought me to make a big deal of that point. Cause could we ask kids some foundation questions, yes or no everyone? Yes okay, now so we were looking at active participation and a quick review. I could have kids say answers together, but I can only do it when the answers are short and, what everyone? The same, and I could use a signal such as I could ask a question and then give them what kind of time everyone? Thinking time, then say everyone and have them say the answer. I could have them share answers with a partner, and I was asked would you even do that in preschool and kindergarten and the answer is absolutely. The only thing is I often don't give them a number in preschool.

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Dr. Archer: they can hardly remember the teacher's name, but they have a partner. And who is gonna pick the partners the teacher or the students everyone? The teacher, and I did give you a number so I could say ones tell your partner, twos tell your partner. Well we were looking at how we might use partners as we were going to our lunch, and that was like a delicious lunch, given that I eat almost every single lunch in a hotel that gets the rating of 8.5 on a 10 point scale. That's very good, I've had occasionally a ten, oh my god, but then people couldn't work afterwards cause it was with wine. So, so we

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were looking at partners, and talking about how they could be used to answer questions.

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Dr. Archer: And we talked about having text dependent questions, foundations, scaffolding, leading up to higher order. But if you'll find slide 26 and check your partner to see if they are there, yay. Okay, fall silent. Thank you, and when we ask one of those higher order questions this is the strategy that we use, and so first we would ask a what everyone? A question, we would give the students what kind of time? Thinking time, and we might choose to add to it a, what everyone? A sentence starter, and where we gave them a partial sentence that they're either going to respond to verbally, or they are going to respond in writing.

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Dr. Archer: And then they would share the answer with their whom everyone? Their partner, and then we might call on a student to give an answer in front of the class, and so but I want you to think about this. If I use this strategy to answer a comprehension question, particularly higher order questions I want you to think of the benefits of using it versus just saying Rebecca, what would be the benefits of using this strategy? Talk it over with your partner, and count the number of benefits that you can come up with and go. As you did it I asked you to count, put your number in the air. So we had five ideas, three ideas, four ideas, woo seven ideas.

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Dr. Archer: Six ideas, five ideas, okay one really good one, but here is what I heard. If you ask the question and gave them a chance to think, and then had the students share an answer with their partner using a sentence starter and then call on a student versus just calling on Rebecca, you said, well it would be a practice that would involve everyone, and that would be our goal is to always have it be inclusive. A number of you said another benefit is not just that everybody is saying an answer to their partner, but it afforded them more thinking time. Right up here you said that, so if you had more thinking time and a chance to rehearse it, is it possible that the quality of the answer might be lifted up? Yes or no? Yes okay, not only that I heard you say, well with a sentence starter they can get it going with more ease and they're going to be more likely to have a complete sentence.

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Dr. Archer: So yes, because they have a chance to rehearse and they have a chance to think, and they have a sentence starter the quality of the answer definitely goes up. So sometimes it isn't that we need to change all the questions, sometimes we need to

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change our practice. And as long as we're using the Rebecca practice then we're gonna get short truncated answers, we're not gonna get the quality we want, so it's changing the practice in many many cases. Well, so we could use partners to answer questions, and I just put in this little example where I was in middle school and we were reading a short story. And the first question the book listed was, what background knowledge do you learn about Victor in the first paragraph? And I said, oh good question it is text dependent and it's critical understanding.

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Dr. Archer: And so I asked the question, I gave everyone a chance to what everyone? Think, and then I actually had the students write it down using not just a writing sentence starter but a writing frame, so they copied this. In the first paragraph we learn the following information about Victor, first we learned that, next we learned that, finally we learned that. Now here is a benefit, additional benefit of sentence starters is not only does this give them a way to initiate, gets complete sentences, but it's an excellent way to teach academic language. Cause many of our students, and you have a lot of districts here where their parents are not having their PhD, and so they don't see or hear academic language always in their homes. And so we really have to scaffold it so that they sound like scholars before they go on to University of Virginia.

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Dr. Archer: And so, which only had a 33 percent admission, whoa hard to get into. Anyway, so I read up on your state, I got all kinds of little facts. And that was an interesting one, but here we can actually structure it because very few kids would say, you know, in the first paragraph we learned the following information about Victor. First we learned that, next we learned, finally we learned, and so this structures it. Well, another way and we're gonna skip that for just a moment, another thing that we might do after we've had them share answers with a partner is we might want to engage them in a discussion. But here is the challenge with discussions, and see if this is even true in the class that you observe or you teach in.

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Dr. Archer: Is it possible that not everyone is participating in a discussion, could that occur yes or no? So last year a large study was done at University of Texas, Austin under Sharon Vaughn's work. And they went out and found that many children simply have no models of a discussion. They have models of arguments in their home, but not discussions and you know, the politicians this year haven't really given them great examples. And so what they did is they also use sentence starters for discussion, and so in that first cell there you see the one that was posted in the study that was done at University of Texas, Austin. And so maybe I call on you, and Linda gives an answer, and then I call on you Cathy and you're gonna respond to her answer.

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Dr. Archer: And you have choices, you could say I disagree with Cathy because, or I disagree with Cathy and I think this, or I agree with Cathy because, or I agree with Cathy and also think this. And so raise your hand if you have some students who might benefit from a little scaffolding as they go into discussion. Now another researcher in this area is Kate Kinsella at San Francisco State, and in upper grades she used similar ones, sentence starters for agreeing, for disagreeing, but also for asking for clarification and for paraphrasing. And she suggested in some cases you could actually have an example, and have students generate them but she still posted them so that the students had some viable ways to start their input. And it increased the number of students that would participate, so we could use partners to brainstorm, partners to answer questions.

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Dr. Archer: Another possibility is using partners for the purpose of studying together, and so for example, we have many studies that have looked at this. And it appears that in the act of teaching something to my partner I learn it, and all teachers know this. I mean when did I learn about Jacksonian democracy, when I had to like teach it, then I now like learned it. Now we can have a discussion about it social studies teacher, but in the act of teaching it to our partner we also learn it, and so let me just take a few studies to show this. One study used graphic organizers, and the students were taught, read material, and then they went back and filled in a graphic organizer. And then the next day the teacher asked either ones or twos to teach a portion of the graphic organizer to their partner.

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Dr. Archer: And then they compared it to a group where they also read the same material, filled in the graphic organizer, but didn't teach it. And was there more learning when the kids had to teach it to a partner, yes or no everyone? So now I do this all the time, but it could be like we could have the map of Virginia in fifth grade geography and they had to explain the waterways of Virginia. Maybe we have a diagram that we have looked at, and now they have to use that diagram to explain it to their partner. Well, would you pop back here? And ones you're gonna pretend that your partner was not here yesterday, or before lunch and you're going to explain this portion of this to your partner and this title. Ones, explain, did I say twos?

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Dr. Archer: I said ones, ones you are the teacher teach it to your partner and go. Excellent job, and in the act of teaching if I'm moving around and monitoring, of course

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I'm also doing formative assessment because now you're explaining to your partner and if you're way off base I could say stop. Let me teach it again, but you weren't at all. You were talking about how, oh a new understand let's ask text dependent questions as we're reading to keep the kids cognition in the text, and we can ask foundation questions to set them up for success with higher order. So having kids teach things, and so we have all these possibilities in terms of the materials. We could have a PowerPoint and we say, we just did slide five high school kids, twos teach it to your partner.

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Dr. Archer: Maybe we made a drawing, two weeks ago I taught biology prokaryotic and eukaryotic cells, and the kids had to make a sketch of prokaryotic and eukaryotic cells, and I said ones please touch each part of your labels on your diagram of prokaryotic, meaning before there was a kernel, or nucleus. Now twos teach eukaryotic, which eu mean new, karyotic means nucleus, so it is a true, eu means true, true nucleus. Teach it to your partner, there are two people here who teach science I want to impress them. And so they had to teach their drawings, so this one is not to be forgotten because it's very useful. And so I gave you some examples, and I want to hit this one at the top only because the teaching it to your partner research began in math.

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Dr. Archer: And they would teach a new algorithm, they would demonstrate it, they would do guided practice in it, then they would check his understanding, and then say use your last corrected problem and teach the algorithm to your partner. And the students who had that condition versus the teaching without teaching it to your partner they learned significantly more if they taught it. Well we could also have partners study together, and one strategy that illustrates this is one sort of modified from the research of Charles Hughes, the coauthor of explicit instruction. And the kids come into my high school class, they took notes yesterday and I say, students you have two minutes to study your notes about Jacksonian democracy.

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Dr. Archer: And then I say, ones you're going to tell your partner everything you remember without looking at your notes, twos you're gonna help them out then you're gonna look at your notes. And not surprising this used at the beginning as well as throughout class would significantly improve the retention of the students. Well, what else might we do with partners? Looking at this one the first one is a use I've even done here, and do check your partner see if they're in the right spot. I've actually, is it, is it not there? Okay good job with the help of the teacher too excellent okay.

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Dr. Archer: So one thing that I've gotten into the habit of is giving a directive to the class, pausing and saying check your partner. And so you know, is it possible that we could have a student that is not on the right side? Could it happen yes or no? See you just modeled that so that we could show the use of partners, and so I have made this kind of a habit. I'll say to the students in first grade, please turn to page 14. I'll pause, and I'll say check your partner, and I'll end up with every first grader on the right page, which is a miracle. I might be in a sixth grade class, and I might say to the students, please put a full heading on your paper. And I'll give them time to do it, then I'll say check your partner. And I'll end up with every sixth grader having a name, a date, and a subject on their paper.

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Dr. Archer: Now we're really moving into a miracle, a major miracle, and then in high school I might say this assignment is due on Friday. And remember the due date is not the day you do it; please record it on your calendar. And then I'll say, please check your partner and I'll end up with everyone on their calendar having the assignment, and that would be like a major major miracle. Because even though we're talking about academics infused right into the three tiered model is also looking at strategies that we can use that would improve behavior from tier one and tier two and tier three. Yes. Definitely not move to their partner, what a good question.

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Dr. Archer: Oh if I failed, and one day I did fail to mention this and I went to a class it was first grade, and the teacher said, please tell your partners answer. And these kids got up and moved, given that the most fertile field for inappropriate behavior is transitions you do not want to like do that. They need to be sitting side by side, not across the table, now they're laying on the table. Now they're sitting on the table, so they need to be side by side, and so they're not gonna move to their partners. Excellent clarification question, saving us from disaster. Now, we are gonna come back to this only cause I'm watching our time, we might also not just use partners but we might use what everyone? Teams okay, and usually what we would do is put two partnerships together to have a team or it might be a table, a tabled group.

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Dr. Archer: And one of the most useful use of teams is simply called what everyone? Rounds, and so I might say maybe we have a brainstorm and I say ones you're gonna share your answer first and then when I say stop, the group will ask him questions. Then when I say stop, we'll move to the next person and you'll share your answer. I say stop, you ask her a question and so forth and we go around, thus rounds. And so it's one of the many possibilities, but mostly in the lesson I've used peers for larger projects

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I would use teams. Well would you now slip over to 41, and this is I believe the most important of the slides in the whole set. Whoa this one deserve like stars around it.

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Dr. Archer: Now we've talked about choral responses, we talked about partners. We even talked very briefly about teams, but sometimes you might just want to call on one person. So maybe I just want to know Rick's answer. Maybe I just want to know Brittany's answer. Maybe I just want to know Kim's answer, and what might I do? Well before we go to best practice we do need to talk about less desirable practices. One we've already mentioned and it is calling on volunteers, but we have to be very conscious of this because it is the most common of all of the practices in American schools. I ask a question, I open it to volunteers. Oh gifted Laura raises her hand and I call on her. And again it's a practice that teaches the best and leaves the rest. And raise your hand if you have any of the rest.

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Dr. Archer: Okay, and the problem is there is that I'm so surprised that this continues to be our practice, but in our New York study which was in middle schools, 13 middle schools, we found exactly that. Most common practice of the teacher, ask a question kids raise their hands, and the teacher calls on those students. And what was fascinating is over the course of the year when we took data fewer and fewer children raised their hands. They kept just abdicating to like Laura, we even found that some children when we asked the questions open to volunteers they would look at Laura as if it's your turn. It's sort of like there was a job poster that said, you feed the hamster, you water the plant, you pass out the pencils, you answer the questions.

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Dr. Archer: And so they really had given that up, there is really only one legitimate time when asking children to raise their hand and volunteer is appropriate. And that is when the answer comes from their own personal experience, but if the answer comes from what you're read or what you've taught then you should randomly call on a student. So everybody looking up here, nice doodles. I mean she has advanced doodles. So looking here, so what? No, yes, no I, you're welcome to doodle as long as you attend here now. Don't get upset I was just really saying woo. Really good doodles, you'll stay after. Okay, no. Okay, looking up here. So one day I read a story about a young boy who was going to a rural school.

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Dr. Archer: They didn't expect he'd have any friends at the school because everybody else had been there since kindergarten, and so afterwards I asked questions. And



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you're gonna tell me volunteer or not, okay. But wait until I signal you. So the first question I asked was, who was the main character volunteer or not? Which one everyone? Not. Okay next question was what was the name of the school that Matthew attended? Volunteer or not which one? Not okay. And what were some of the characteristics that made Matthew a really really good friend, volunteer or not which one? Not. The only reason you'd have that answer is because you read the story, that would not be volunteer okay. And if you were going to pick a friend what characteristic might be most important to you, volunteer or not? Volunteer.

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Dr. Archer: Have you ever entered a group that was already intact? Volunteer or not, which one? Volunteer, okay. But what that will do is reduce significantly volunteers. And raise your hand if you are an administrator visiting classes with your walk-throughs. You got to watch this, teachers need feedback on it because it's such a common habit, such a common practice, and it does promote learning by the gifted and leave the rest behind. So we, we in our own teaching behavior must watch it, administrators you must watch it when you are visiting. Now I was interested in why, why we, why is this continuing, we've always known this wasn't like best practice. So I talk to some of the researchers who did this, and here was their feedback. One, they felt it was so common because it's sort of what we saw in elementary, middle school and high school, thus it was sort of our default.

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Dr. Archer: And so, and we fall back into it even if we have other practices we end up going to volunteers, but listen to their second explanation. I think this is absolutely true, and that is it's highly reinforcing to the teacher. I'm teaching along, I ask a question oh brilliant Laura raises her hand. Raise your hand Laura, I call on her oh she gives a brilliant answer, oh good job Archer. I teach along, I ask a question. She raises her hand, I all oh I am hot today teacher. And so it's very reinforcing, if I had called on students randomly might I have gotten a different picture of my instruction yes or no everyone? Yes, well you may be so this one we have to reduce, but the next one we need to eradicate, the second most common habit of teachers is calling on an inattentive student.

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Dr. Archer: Okay, and if you will Amanda because you are like the bright purse, excellent, when I go like this Amanda you're gonna get something out of your purse. But wait until I give you a cue, okay. So you are teaching along, teaching along, teaching, Amanda! And you call on inattentive student, now maybe you've never done that but you've seen it down the hall. Second most common habit, and so I asked the teachers afterwards why did you call on Amanda. And they said, well Amanda is foraging through

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her purse, she wasn't attentive, I need to bring her back into the fold. But let's really examine this. If I call on Amanda is she more likely to have a correct or incorrect response, which one everyone? Incorrect.

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Dr. Archer: Am I giving attention to appropriate or inappropriate behavior? And is her answer likely to add to the richness of our discourse, yes or no? See actually there is nothing to gain here, and I will tell you if you teach older children and the time you call on them is when you are inattentive they will actually get resistant to you. So this is a practice that we just need to absolutely eradicate, get rid of totally. Now and some teachers do it all the time we found, and so we just, it's not worthy of us. But then you say, well what are you gonna do with Amanda. Well there is other possibilities. One of them is to simply use physical proximity. You notice Amanda is not attending, foraging through her purse, trying to stuff her cell phone away before it becomes yours. So you just keep teaching and you move in on her.

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Dr. Archer: Never missing a beat, and is it possible she might make like a new choice with you here yes or no everyone? Yes and if she's an older student you can add piercing eye contact. Not in kindergarten or first grade, they cry. And if you do not believe that physical proximity works, think about your behavior when the Virginia State Patrol comes up behind you. Raise your hand if you're making like a new decision, I mean even if you were driving perfectly you try to figure out, you know, if they stay behind me they will pull me over I must adjust something. So, so that's one possibility. Another possibility is just to give a directive to the group. I need everybody looking up here. I need everybody looking up here, and one day a teacher said, but it was only Amanda. Well that's not the truth, there is never a moment where there is just one sinner in the room.

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Dr. Archer: No, here we have the advanced doodler. Over here maybe working on your math paper because you didn't do it last night, and so you give directives. But the third one is one way to get kids fast back on task is to give them a physical behavior to engage in. Because that brings them cognitively present, because not only is she foraging through the purse, but is she thinking about something other than what we're teaching, yes or no? So if I get her physically back I can often get her cognitively back, and so one day I was teaching in a middle school. By far the most difficult middle school class I've had in 25 years, and they were really difficult, so I first tried physical proximity, but I'm unable to levitate.

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Dr. Archer: That would have been what I need that day, and then I gave them directives. I need everybody looking up here, looking up here, that wasn't enough. And so finally I said, listen when I say go take out a piece of a paper and number it one through ten, go. And miracle of miracles they're all back on task, they got the paper out, they're numbering it, woo celebration. And that day we're videoing, and my videographer comes in on my face and you can tell I have no plan. So now they're back on task, but I say to them, okay quick quiz just to see how much we've learned. Item number one write down the answer, then gave them feedback. Item two gave them feedback, item three gave them feedback, item four gave them feedback, and then I said wow those were such accurate answers at this time we don't even have to do five through ten. See if you've ever taught middle school you want to end up being the hero.

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Dr. Archer: It was a good day, so but I'm quite serious that our schools we've got to watch these. Such common practice we need to reduce one, and we need to basically lose the other. And they're both very very prevalent, well so what might we do instead if we wanted to call on students? Well one of them we've already looked at, we could use a strategy that we referred to as what everyone? Partners first, and a quick review. First we would ask the what everyone? The question, then we would give them some thinking time, and then give them a sentence starter. Have them share the answer with their partner, then call on a student, and then follow it up with some discussion, which we might also give them sentence starters to lift up their practice. Another possibility if you didn't want them to say an answer to a partner would be what we called here, what everyone?

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Dr. Archer: Questions first. Now some of you have been in education long enough to follow the research that was called the TESA research, the teacher effectiveness research of the 80s and 90s. And one of the questions they asked is if I just want to call on Kathy should I say, Kathy and then ask the question? Or should I ask the question, and then call on Kathy? And a definitive result came out of that, it was you should always say what first everyone? The question. And I want you to tell your partner why they found it critical that if I'm gonna call on her that I would say the question first and then the name. Talk it over with your partner why you would want to do that, and go. [Tape cuts] Immediately went over to this partnership, and they said, well as soon as you say the name if I said, Zeb or if I said, Lisa, if I said Mary the students check out.

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Dr. Archer: True? In fact the name is the ticket to a virtual cognitive vacation, so the teacher says Cynthia woo I can think my own thoughts. Then the teacher say Kim, oh

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two in a row it's a good day. So you should first ask the, what everyone? The question, and again we might raise our hands and give them some, what everyone? Some thinking time, and then we're gonna call on a student and provide feedback on their answer. But the big idea is question first or partner first. Now there is one little tiny challenge with both of these, and that is that I'm gonna have to call on a child. And is it possible that there might be some children that we are much more likely to call on than others, yes or no?

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Dr. Archer: There are some children that are like an energy that draws us there, like a magnet to them. And other students, what I often call the shadow children that we don't call on. Now here is an interesting study we did in the middle school last year; we observed classes and we had made a, and this is an excellent thing for principals and coaches to do, we made a quick seating chart. And then we marked on the desk when the teacher called on the student, but also when the teacher went to their desk to monitor. So we put a T if the teacher called on them and an M if they monitored, and then afterwards we went to the teachers and said, well now in your own teaching, your own analysis Amanda do you think that you involve all of your children? Every single teacher said, yep absolutely. I said, well Amanda let's just look at this.

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Dr. Archer: You have a class of 28, you might notice that you called on four children today. And this one, six times hmmm. And this is what we found class after class after class, and that there were certain kids that just drew us there. So every teacher, special Ed., general Ed., they need a system for randomly calling on children. You cannot leave it up to chance, it doesn't happen. We found even the special Ed. teacher with six kids, there were certain kids they were much more likely to call on than others. Some system, now what might that system be? Well let's look over on slide 45.

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Dr. Archer: Okay that's a possibility, and so looking at possibilities these aren't all of them, but one is actually what came out of the TESA research. When they found that teachers favored certain children, is that they used the sticks in a can procedure. Which actually was given the name originally equity sticks, because the goal was equity. And so if I am an elementary teacher, and I have a can here with all the sticks, and I pull one out might I have better distribution of responses, yes or no everyone? Yes, okay. But there are a few things we have to keep in mind if we use that. For example if you pull it out and set it down does the child think they're like home free, yes or no everyone? Yes okay so you have to like put it back. We often now use a can within a can.

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Dr. Archer: Put all of them in the center, pull it out, put it on the outside. Cause I know it's like we're sneakier, and we are sneaky. So the kids think they could come up at any moment, but we go through all of the ones in the center before we take from the side. That's still a good practice, but then you could go high tech, and there are a number of apps for your phone or for your iPad that would be like very handy here. And so this is what I often now do in classes, and my iPad was out of, let's see if it has any power now. Enough, and so there are many many apps for this purpose, and some of them I have listed there.

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Dr. Archer: And so we get on this side, so stick pick, woops no, no, no, no, no we don't want you yet. And Pick Me, and Pick a Person, Simple Randomizer. I use this often in high school when I'm teaching math, because we can learn quite a bit about statistics when we do it. Attendance, teacher kit, Teachers Pick, let's just look at this one. So we pull up the names of the kids. I shake it, and it highlights a name and then the next time I'll get another name, and I can pick how I want it randomized. I can either say I want it to come up so that you could have a chance every time to come up, or I can choose to go through all of the students before we randomize it again. So you would, on all of these you'll have that choice. Now I love this for another reason, particularly if I'm a high school teacher.

00:40:00

Dr. Archer: Now I'd have to have like six sets of sticks. I like this better, but also I have to tell you I noticed some children would like think I was like punishing them when I said their name. Now it isn't me, it's the iPad. You know, it wasn't me you saw it. It was random. It wasn't me it was the iPad, get mad at the iPad but not at me answer the question instead. So this is sort of the high tech way to do it, and another possibility is the third one, which we're using in our study in middle school and in high school. And what we are doing is I don't want to take another Claritin, oh. We are taking two decks or cards, of course they have 52 cards in it but we don't use all of those, and maybe we take out our highest class in high school is 30.

00:41:00

Dr. Archer: So we take out 30 and 30, and one deck of cards we actually tape down to the desk and so you're a queen of hearts, you're two of spades, you're three of diamond, you're jack of spades, and then if I want to call on someone we just pull out the card and say queen of hearts and then you have to answer it. But the reason we're using it is this, is the range of ways we could regroup kids, maybe I want discussion huddle groups and is ay spades over there, hearts over there, clubs over there, diamonds over there. One science class I said, we're going to review solids, liquids and

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gases, if you are a jack or a two come join me here. You're going to act it out, so it is the way of being able to constantly regroup kids in different ways that I really liked about it but we got to have a system.

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Dr. Archer: And it doesn't have to be one of these three, but do not think that you as teachers or the teachers that you work for without a system are including everyone when they call on them. It's not true. You have to have a system. So I want you to talk over with your partner for the grades you represent which of these do you think might be most applicable. So talk it over with your partner, and go. So a number of you elementary teachers said, well I already do you use the sticks in a can or index cards that I pull out, perfect. A number of you said, oh I've got an iPhone I will look up that app right away and three people pulled out theirs, now they've put them away. But looking for that app, and so check out a number of them because you'll find a good one, and one teacher said in social studies this is perfect because I often want to regroup the kids of debates in social studies.

00:43:05

Dr. Archer: And this would work very well for different ways of regrouping them, woo, woo. Question? Comment. Yes we only, Uno cards, we only did this I mean our study is in middle school and high school so we sued it there. And then I went to, well I've had a number of things where I've had to change this. Utah, Mormons don't do cards, and so of this kind, so Mickey Mouse cards which were totally acceptable to them. And Jehovah's Witness, we've had some that we've had to make adaptations, but it probably wouldn't be what I would be doing with those younger kids anyway. Get a, get a can get some sticks okay. All right, well we are going to watch another video.

00:44:00

Dr. Archer: And this video we're gonna watch a middle school video now, and this is a vocabulary lesson, which will also follow up on vocabulary tomorrow. And what you're going to do is you're going to write down anything that you think is a good practice. Any of the behaviors that are good practice, and you're also going to write down what might be missed opportunities that could be addressed to improve the quality of instruction in the future. Now one of the things that we know is in terms of instruction is if we want to promote really good instruction that takes the tier one higher, and tier two higher, and tier three higher is it possible we're gonna need administrative support and walk-throughs, yes or no everyone? Yes, not just big observations but five minute walk-throughs constantly, constantly, constantly to make that a focus.

00:45:07

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Dr. Archer: But along with this we might even consider doing some of the original, the research that's coming out now on learning walks where a small group of teachers observes and gives feedback. So that we're all very cooperative in terms of looking at good instruction, not evaluation, but feedback on what could take this act of teaching to a higher place. So I'm gonna infuse every video, I'm gonna infuse some mini lessons on how to pick out the best practices to emphasize as well as missed opportunities to emphasize. So this is just going to be a part of our training in terms of observations by coaches, by teachers, by administrators. All right, well this little group of students is in middle school in Tempe, Arizona.

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Dr. Archer: And they are going to read in their core reading program the biography, a biography of Harriet Tubman, but would it be possible, less possible here probably, but even in Virginia that a sixth grader might not have yet met Harriet? Could it happen? Yes, okay and so in this I have already introduced them to Harriet. I already introduced them to the laws concerning slavery in two periods of time, and I've also introduced them to the Underground Railroad. Because could they be thinking subway, yes or no everyone? Yes okay, so I've introduced them to that, and then I'm gonna teach them some vocabulary. So you're going to write down what is good practice, and then also you're gonna write down some significant things that you think that I could do that would have made it a better lesson.

00:47:04

Dr. Archer: You're taking notes, I'm taking notes, and afterwards you'll be sharing with your partner, I'll be sharing with you. So do we all need to have something written down, yes or no? Yes, okay so I'm gonna get my big paper here for this....

[Video - See Dr. Archer's PowerPoint presentation]

00:48:00

Dr. Archer: Okay it was a very nice video but not the one we wanted, oh gosh don't you hate that, that was the background knowledge not the vocabulary part, and so again I don't like you looking at my messy, okay.... Someone asked if I had my new computer here. No I have the broken one because we didn't have enough time to transfer everything, so I'm just praying that it doesn't like explode or something.

00:49:00

Dr. Archer: Okay let's try...could be, that's why I thought I as all prepared, and if this was regular classroom with sixth graders and it took me that long to find it we'd be

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watching it the next day. Because of the management problems that would occur, not with this group.

[Video - See Dr. Archer's PowerPoint presentation]

Dr. Archer: Okay.

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Dr. Archer: I'd like to repeat for you her exact answer. The might, the word elude might be used in a passage about Harriett Tubman to describe her behavior when she wanted to elude or avoid the patrollers that were trying to take her back into slavery.

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Dr. Archer: Raise your hand if that's possibly just a slightly more advanced answer than you sometimes get. Okay, now let's talk about why that happened. This happened to be a school in Tempe, Arizona where they have 19 middle schools. And this was the lowest performing middle school within that district, so they brought in a turn around principal who had been successful in that before and he knew the research. You make up a very short list that you're gonna do with tenacity again and again and again. And they had active participation as number one, and vocabulary instruction and that's how I had the great gift of going to the school and working there. But one of their goals when asked a question the students would always answer it in a complete sentence.

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Dr. Archer: Because they knew that if you answered in a complete sentence that you had to think about the question. That you had to state it in a sentence, and that would have a positive impact on your writing and that it would lead to more quality answers, which it did. But I immediately got to see how important it was to have that tenacity, everybody involved. So I did not know they had this as one of their interventions. They started with sentence starters, then they taught the kids basically how to use the question as the sentence starter. So I went to the school to do my bit, and I entered the front door, and you expect to see an office. The office wasn't there, so I stopped the first child and said, can you direct me to the office? The child looked right at me and said, if I was to direct you to the office I would tell you to proceed down this hall, when you got to the end go to the right.

00:55:06



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Dr. Archer: Look for the signs, when you see the one that says destination or office you'll be at your destination. Raise your hand if that would like shock you. Well but then I saw how they got everybody involved, and so when I went to lunch I had school lunch, big mistake. But anyway the boy in front of me stops in front of the cook, and she says, do you want a chocolate chip or an oatmeal cookie. He said, chocolate chip, she did not move. And he said, oh I would prefer a chocolate chip cookie. Good there you go, and so everybody was involved. Two years out of the 19 schools they were number three and it was the same effort that you're putting in, you get a plan and you're following it with tenacity again and again and again.

00:56:02

Dr. Archer: And not just for this year, basically the things you're putting in place is for eternity. That's what we tend to forget, it's not just getting RtI going for this moment or VTSS as you say it for this moment. But continuing it again and again and again, so that it will make a difference with kids over time regardless of the staff and people that are there. So this one if I was teaching high school social studies, if I was teaching seventh grade language arts, even without the whole school doing it, I might at the new semester begin having my kids say all of the answers in complete sentences. Well let's see what else. I should have told you a little bit about the class, it's a class of 100 percent students that are English language learners, which you might have garnered from the fact that it's in Tempe, Arizona and the children are Hispanic.

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Dr. Archer: But when I looked at the demographics of Virginia, wow, you have had quite rapidly changing demographics in your city centers and in your rural areas. So raise your hand if you do have some English language learners that you might not have had even five years ago. All those hands coming up, and that's what your data shows increasing numbers.

[Video - See Dr. Archer's PowerPoint presentation]

00:58:00

Dr. Archer: Could some sixth grader not be writing in their log, could it happen? Yes so that's why we constantly walk around, look around, talk around. Walk around, look around, talk around.

[Video - See Dr. Archer's PowerPoint presentation]

00:59:00

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Dr. Archer: Okay I want everybody watching here carefully okay. We're gonna see a seminal moment. Oh, maybe I should be writing too. Now since you missed that this is such a sweet moment, let's just look at that back up just a little bit. Okay watch the guy in the front. Oh, it is the power of monitoring.

01:03:01

Dr. Archer: Is it possible that was a hint to him that he should also be doing it, yes or no everyone? Yes.

[Video - See Dr. Archer's PowerPoint presentation]

01:04:00

Dr. Archer: Okay one minute to add to your notes both what you would think are good practices and missed opportunities, and so total silence as you are looking that over. [Tape cuts] Ones you're gonna start with one best practice that you observed.

01:05:01

Dr. Archer: And you're gonna start by saying, one good practice was, then twos you're gonna say another good practice was and you're gonna go through everything that you thought was a good practice. And then when you're done with that, then it's back to ones and they're going to say, on missed opportunity that would have made a big difference was this. Now both teacher observers, coaches and principals here is the big big, big big idea on giving feedback on missed opportunities, this that would have made a difference is that they cannot be just your personal preference. Because that will really disintegrate, degrade the relationship that you have with the teacher if it is just personal preference. For example one day a principal was watching me teaching a kindergarten lesson, and I was training them on giving feedback.

01:06:04

Dr. Archer: And I had written the words on a file folder, and inside I had the definition and examples. And the principal said, you should have written it very big and put it up on the screen. Well the children were on the rug right in front of me, and they could totally see it. And so having it on the screen was totally personal preference, it wouldn't have made any difference at all in the quality of instruction, and I had selected to put it

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on the folder so I could keep a box of each story that we read with the folder for each so the next year I could pull it out and have the words again. Like oh god it would have been good, but you see how that doesn't open up my mind to it. It needs to be something that really would have made a difference that is a sort of research-validated practice would be the best idea.

01:07:00

Dr. Archer: So you're gonna share with your partner first things that are positive then things that are missed opportunities, and then I will share with you. So beginning and go. [Tape cuts] So as I went around the room because we have so many coaches and principals, and teachers that are supporting their peers you really had very very good observations. Now when I give the feedback on best practices I try to focus on those things that were really important best practices but also things that will generalize. Things that will generalize, that the teacher could use in this subject, in other subjects, that would be if they kept doing this practice it could be used in many different situations. And I try to when I give the oral feedback start by reinforcing the big idea and then using their practice to illustrate it.

01:08:08

Dr. Archer: Because it's the big idea that will generalize okay, so I'm gonna model a little bit of this pretending that you are that teacher. I've had quite a few discussions actually with that teacher on what they need to do for improvement, and so, so Anita when I watch that lesson one thing that I felt was very helpful was that you used an instructional routine. Meaning that you used the same steps as you taught the first word and then repeated it in the second word, and this very instructional routine for vocabulary would be equally useful if you were teaching language arts, or if you're teaching math, or if you were teaching science, and so just the fact that you used this many times the students knew exactly what they were going to do.

01:09:01

Dr. Archer: So that they would put all their focus on the term, the vocabulary term rather than the instructional task that you were using, so excellent job using instructional routines. And then I noticed that after you taught the word you used a number of things that were useful in expanding their knowledge. For example, you introduced the part of, what everyone? Speech, now I've got to involve you so you're all like awake, and you had them recorded in a log, and you give them multiple exposures and you even incorporated it in your own language when the gentleman came late to class. But of all of those expansions the one that I thought had the most potential for expanding your kids' vocabulary, it was the introduction of the relatives because they didn't just learn one word they learned that word and all the other related words.

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Dr. Archer: So that was a powerful expansion of your instruction, so the instructional routine, the expansion of what you were doing, particularly those word relatives. And I noticed that you got from students some, what everyone? Some responses, and when the answer was short you had them say it together, what kind of response? Choral, you also had them read the examples together. You didn't read them to them because your reading is quite good, and they need the practice, and you also had them say answers to a partner. And you had them have a written response, but actually in terms of delivery the behavior that I felt I really wanted to reinforce so that you would continue it in the future is that you monitored their behavior. You walked around, you looked around.

01:11:03

Dr. Archer: You talked around, and I can tell that that was bringing you great benefits in terms of your class, in fact I'd have to say of the delivery skills that was the one that really made a difference. So what I would tend to do is be certain that I wasn't just going to a detail, but doing the big idea, the big practice that could be generalized. Cause this teacher now doesn't have a million things to think about, they're gonna think about instructional routines, expansion where it's appropriate, and getting responses and monitoring. Woo, woo okay. Now some of you said, there weren't many missed opportunities. Well I have a totally different view. So the big thing about sharing the missed opportunities is they must be important, make really a big difference and not be based on personal preference.

01:12:05

Dr. Archer: They have to be something that would truly make a difference, okay. So these were the ones I picked out. The first one, Anita is you know, three times in the lesson you tried to explain what you wanted them to write in the log. But if you had to explain it three times they probably as you observed weren't getting it, and I think it was a case where telling wasn't appropriate, that you needed to like model it. You needed to say look here, first I write down the word. Then I think in my own words how I'm gonna write the definition and I indent and write it underneath. That's, that would have been better than committing what I often call assumicide. Assuming that they are like getting it, but rather actually modeling it directly.

01:13:03

Dr. Archer: Teacher talk, this is the big one because they didn't get it, when we looked at their logs afterwards it was totally my fault because I didn't say look here. I just read a study on language arts teachers, and it was a value added study. They looked at what do the teachers who make significant differences in language arts in the middle school do? And not surprising, number one is that they modeled more than the teachers with

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less effective gains, but they didn't just model how to write an introduction to an essay. They didn't just model how to break the word down into morpho-graphs and analyze the word, they didn't just model how to take notes, they modeled everything. For example, in the study they had one example and that the teacher wanted the students to do two column notes. And the teacher didn't just say please fold the piece of paper in half, oh no. The teacher said, look here.

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Dr. Archer: You're gonna take out a piece of paper and you're going to fold it in half, think of all the middle school kids who could have had difference variations upon the half theme. True? You don't model it, then they are doing it this way, but you'd have at least one rebel in your class, looking around for a person who was a childhood rebel. There is a number of you, but there is actually a lot of goody goodies in this room too, so I'm coming back to you. So Countess is sitting here thinking, okay I can do that, that triangle, I'll just fold it this way, fold in half and then when the teacher said that's not in half, I could say it's exactly in half because all the sides are equal. And right? Yes. So basically my conclusion is model everything.

01:15:04

Dr. Archer: For every time you choose not to model it you've just chosen to model it many times, is that not the truth. I don't model it to the class and I've got to show you, and then I've got to go over here and definitely he didn't get it, Scott. So my first main feedback to that teacher would be model it, don't just tell them, model it and it'll save you three explanations and a lot of kids not getting it. Well what else did I say to myself? One of the things that I said is that you were asking questions about the words and you used yes and no, not that that is inappropriate, but it would have been much more powerful had you connected why to it, and so is this an example of elude? No.

01:16:02

Dr. Archer: How do you know it isn't, ones tell your partner and start out with that is not an example of elude because. That would have been significantly more cognitively useful to the kids is to do the why part, and then I said to myself, Anita you know you may need to take it a step further if you want them to actually use the word. So having them have to create and utilize a verbal sentence, or a written sentence would have been useful. Now here has been the dialogue I would have with myself, but kids if they're asked to write a sentence with the word elude would write something down like, he will elude, and intend, she will intend. Raise your hand if you've seen those kind of sentences, a little bit on the weak side to show me you understand the word.

01:17:02

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Dr. Archer: One study said, if you're going to have students generate a sentence use two words, which will that they both meaningfully have to fit in and you'll get a more quality sentence. Even if I had said, now use the word elude and intend along with Harriet Tubman's name, write a sentence that includes both words. And you might write down, and you'd illustrate it, something like Harriet Tubman did intend to elude the patrollers as she hurried and rushed to freedom in a slave, a non-slave state. So you would have both words, and so I could have done that. So the big idea here is that when, and I'm gonna practice this with you some more, so every time we have a video. But when we talk about good practices is to couple it under a big idea that they could use again and again and again.

01:18:04

Dr. Archer: And then when we look at missed opportunities do we want them just to be our personal preference, yes or no everyone? No. It has to be a bigger idea than that okay, well we need a break don't get up yet. No, can you believe the time? This day is going, and I hope it's not just going for me only. So we are gonna take a ten minute break, we will end right at four, so let's be certain that we get back. And looking up here, when there is five minutes, then four, then three, then two, then one, then sit I will cross these off so be looking up there. Now I almost always will mark on my watch when the time is up because so often I'll have kids say, well we have five minutes more and I can say look it's over.

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Dr. Archer: And so, and I just did it with permanent marker not a recommended practice. Okay, so take a break I'll see you in ten go. [Tape ends]