Explicit Instruction = Effective and Efficient Teaching

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An Association of teachers and other professionals dedicated to assisting students with learning difficulties

What do you think?

Do you see what I see?

Continuum of Instruction

Explicit Instruction

Fully guided instruction, structure, scaffolding and practice.

What's the most effective and efficient way to teach children how to…

Discovery Learning / Child Centred / Constructivism

Discovery, inquiry and students constructing essential information with minimal guidance.

What activities can I provide so that children will come to their own understanding of how to….

Read words
Spell words
Calculate the area of a rectangle
Write simple/compound/complex sentences
Write a persuasive essay…

Instructor or Facilitator? (Hattie, 2012)

Instructor	ES
Reciprocal Teaching	.74
Feedback	.72
Teaching students self-verbalisation	.67
Metacognitive strategies	.67
Explicit & Direct Instruction	.59
Mastery Learning	.57
Goals – challenging	.56
Frequent/effects of testing	.46
Behavioural organisers	.41
Average ES	.60

| Facilitator	ES
Simulations and gaming	.32
Inquiry based teaching	.31
Smaller class sizes	.21
Individualised instruction	.67
Problem-based learning	.15
Different teaching for boys and girls	.12
Web-based learning	.09
Whole Language Reading	.06
Inductive teaching	.06
Average ES	.17

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Research Evidence

- Over 40 years of research demonstrating the efficacy of explicit/direct instruction (MUSEC Briefing, Wheldall, Stephenson & Carter, 2014)
- Adams and Engelmann's (1996, p. 43) meta-analysis of 34 studies using DI (fully scripted commercial product) reported positive effect-size scores were with a mean effect size of 0.87.
- Hattie (2009) meta-analysis of 304 studies on direct instruction (non-scripted, explicit instruction) reported an effect size of 0.59. Elements of Explicit Instruction report higher ES e.g,. Feedback 0.73, Teacher Clarity 0.75.
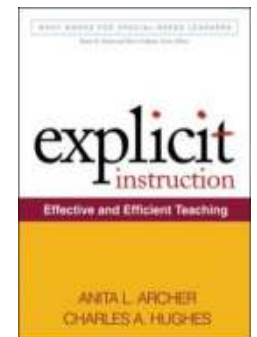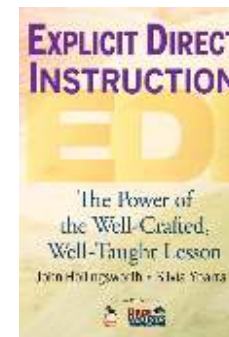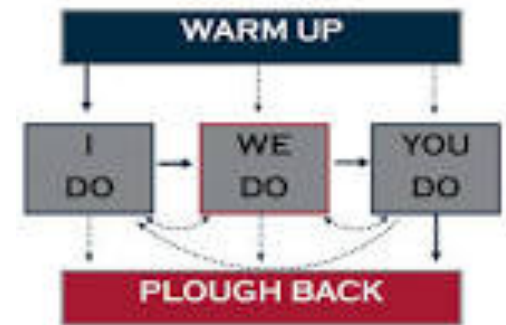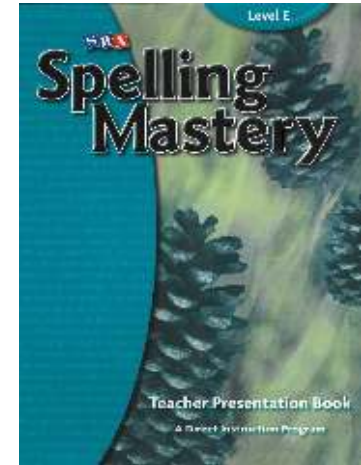
A consistent pattern identified in our previous reviews points to the effectiveness of Direct Instruction (DI), a specific teaching program, and of specific explicit instructional practices (EI) underpinning the program (e.g., guided practice, worked examples) *in maximising student academic achievement*.
(Liem & Martin, 2013, p. 368).

INTERNATIONAL — GUIDE TO — STUDENT ACHIEVEMENT

EDITED BY JOHN HATTIE AND ERIC M. ANDERMAN
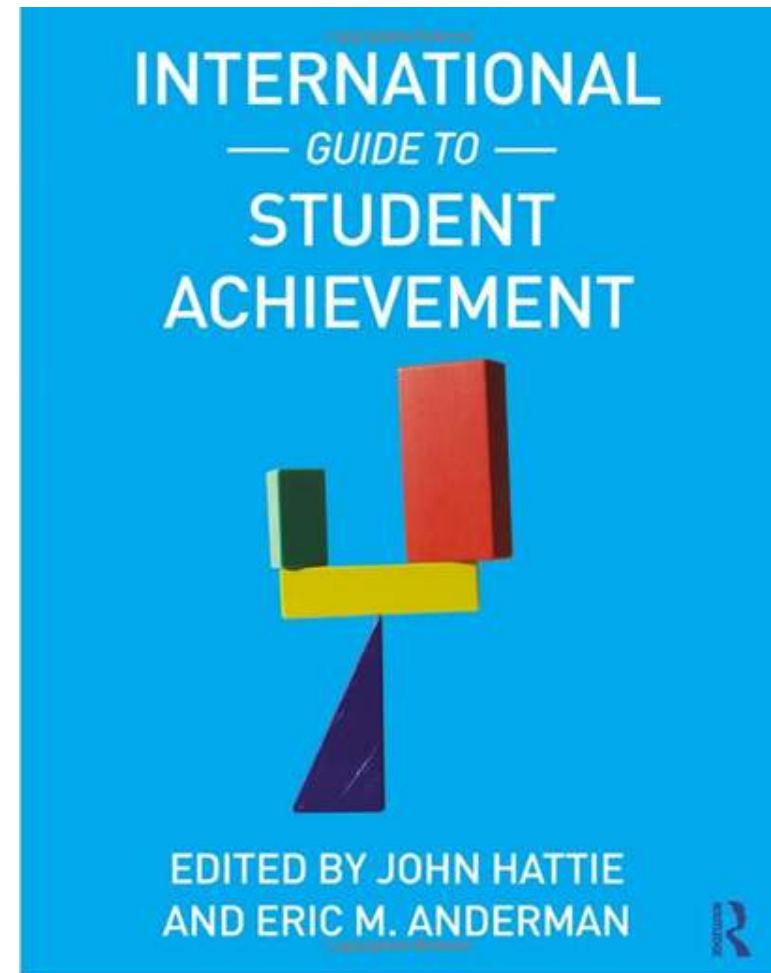
What do we mean by Explicit Instruction?

Teach something first: Students' ability to explain *what* they are learning is an important feature of Explicit Instruction.

This week we have been learning about contractions, write some here:

A contraction is one word made from two words.   The first word usually stays the same and an apostrophe fills the space of the missing letters in the
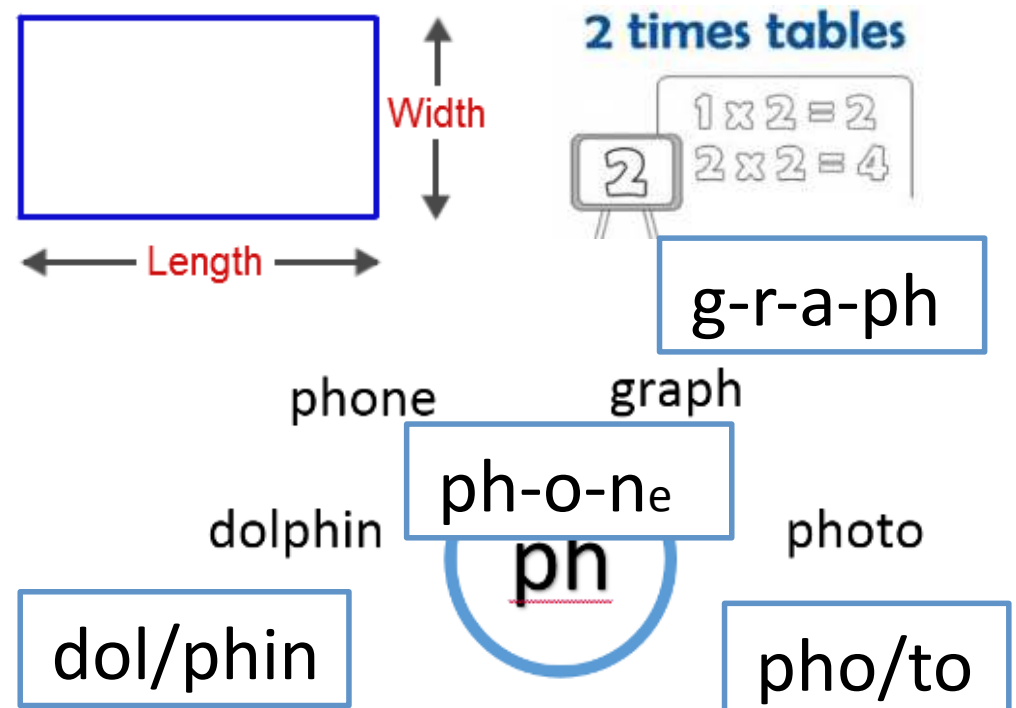
don't	=	do not
I'll	=	I will
can't	=	can not
he's	=	he is
she'd	=	she would

What do we mean by Explicit Instruction?

Automaticity: Being able to recall, *without hesitation* the knowledge, skills and strategies needed to perform higher order tasks.

A minimum of **24 repetitions** is needed to take information to long term permanent memory (Allard, 2007)

✓ **Break words into sounds and syllables**
✓ **Long and short vowels**
✓ **Letter-sound knowledge (phonics)**
✓ **Spelling rules (CVCe or Magic 'e')**
✓ **Syllable types**

Width

Length

2 times tables

1 x 2 = 2
2 x 2 = 4

2

g-r-a-ph

phone   graph

ph-o-n$_e$

dolphin   photo

ph

dol/phin   pho/to

What do we mean by Explicit Instruction?

Guided Practice: Having multiple opportunities to practice something new *before* you are expected to do it on your own.

Teacher **models/demonstrates** the process with **3** examples.

Students **practice** the process with **6** examples altogether with the teacher.

Students do **5** examples on their own.

3 cm

5 cm

1 cm

6 cm

2 cm

6 cm

2mm

12mm
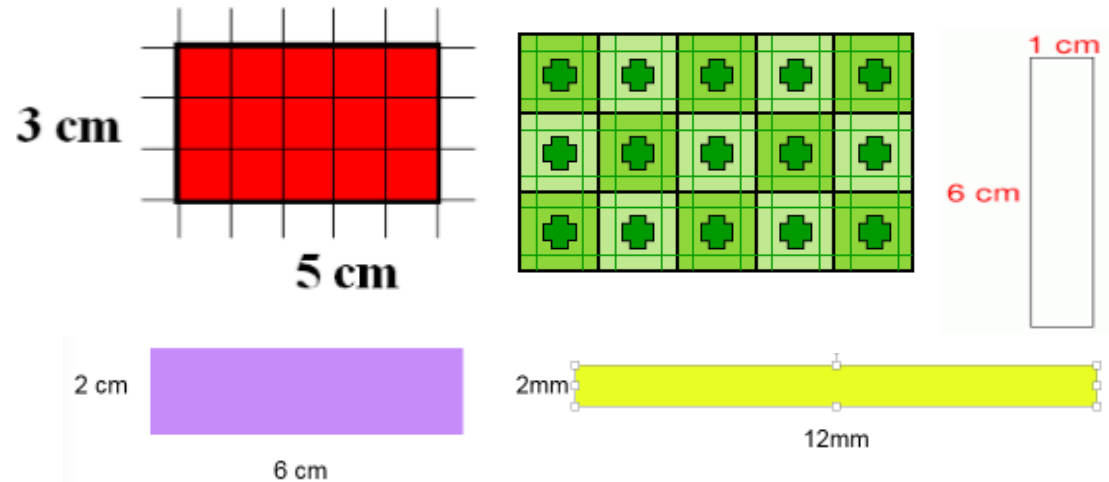
How to calculate the Area of a Rectangle
1. Write down the formula LxW.
2. Write in the measurements.
3. Calculate the surface area of a rectangle.
4. Check the measurement and write in the units squared.
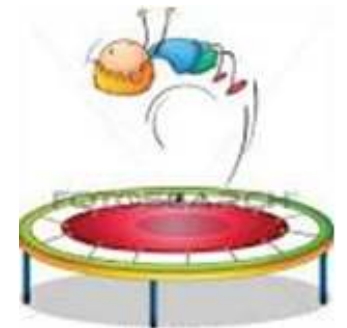
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Regularly Checking for Understanding: means the teacher can adapt their teaching in relation to how students are learning *while* they are teaching.

- **Mini-whiteboards**
- **Questioning**

WA High Performing Primary Schools – what do they have in common? (Louden, 2015)

"All high performing schools had….Reading programs based on *explicit teaching of synthetic phonics in the early years*, *well-developed school improvement plans and stable, long-term leadership with principals averaging 12 years in their school*." (p. 3).

School G is committed to Explicit Instruction, beginning with synthetic phonics in Kindergarten….and makes extensive use of Direct Instruction materials: *Reading Mastery, Spelling Mastery* and *Let's Decode* (p. 13).

http://www.education.wa.edu.au/home/detcms/public-education/content/about-us/publications/other-reports/high-performing-primary-schools.en?cat-id=14662812

School Improvement in a regional town in WA

I have visited the same school three times in 21 years.

- 1997, 2010, 2016

After each improvement there was a new principal who reversed the approach.

Consistent approach

- K-2 Explicit phonological awareness and systematic decoding instruction
- K-6 Explicit Instruction in literacy and numeracy

Research is the only defensible foundation for educational practice.

Lyon, G. R. & Esterline, E. (2007). Advancing Education Through Research: False Starts, Broken Promises, and Light on the Horizon. *Behavioural Science*, 20. pp. 27 – 93.