



LEARNING DIFFICULTIES AUSTRALIA

2023 RTI Conference Handouts

Saturday 28th Oct


**Session 3 - *The Magic is in the Instruction by
Dr Anita Archer***



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Learning Difficulties Australia

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research.



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Anita L. Archer Ph.D.
 Author – Consultant- Teacher

BIO

Dr. Anita Archer serves as an educational consultant to state departments and school districts on explicit instruction and literacy. She has presented in all 50 states, all US territories, and many countries including Australia (Queensland) and Canada and is the recipient of ten awards honoring her contributions to education.

Dr. Archer has served on the faculties of three universities including University of Washington, University of Oregon, and San Diego State University. She has co-authored numerous curriculum materials including *Phonics for Reading* (Curriculum Associates), a three-level intervention program, *REWARDS* (Voyager/Sopris), a five-component literacy intervention program, and a best-selling textbook titled *Explicit Instruction: Effective and Efficient Teaching* (Guilford Publications).



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Learning Difficulties Australia

Conference 2023: **Best Practices using RTI Framework**

Session: **The Magic is in the Instruction**
The Learning is in the Instruction

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Active Participation during Virtual Keynote

- Best Practices
- Short Choral Responses – muted
- Choral Reading - muted
- Written Responses – Paper or Chat Box
- Questions - Chat Box
- Best practices - Take-Aways – Chat Box

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The Magic is in the Instruction (goals)
The Learning is in the Instruction

Affirm

Remind

Polish

Expand

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Universal Outcome for All

Learning
 Learning
 Learning
 Learning
 Learning
 Learning

7

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Universal Outcome

Teaching → Learning
 Teaching → Learning
 Teaching → Learning
 Teaching → Learning
 Teaching → Learning
 Teaching → Learning

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“When you’re working on something that’s so critical to a life—to a child’s life—belief systems don’t cut it. Evidence cuts it.” —Dr. Reid Lyon

September 28, 2023

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What is Explicit Instruction?

- Explicit instruction is a **systematic instructional approach** that includes a set of **design and delivery procedures** derived from effective schools research.....

Ideas that Work

- ...**unambiguous** and **direct** approach to teaching that incorporates instruction design and delivery.

Archer & Hughes, 2011

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What is Explicit Instruction?

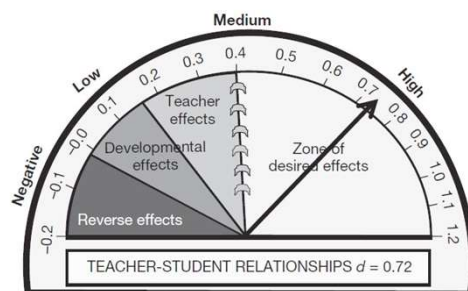
"Explicit teaching is not just the episode within a lesson when information is presented; it involves **chunking content** into small components, **guiding students' initial attempts** at working with that content and **gradually releasing control** into more open activities as students gain **mastery**. It is a teaching model that progresses from **'I do'** to **'we do'** to **'you do.'**

Adam Boxer, Editor 2019
Explicit & Direct Instruction

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John Hattie (2019)



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Hattie, 2019 2023 Updated			
Variables Related to Explicit Instruction	<i>d</i>	Variables Related to Explicit Instruction	<i>d</i>
Explicit Teaching Procedures	.63	Scaffolding	.52
Direct Instruction	.56	Response to Intervention	.73
Mastery Learning	.67	Collective Teacher Efficacy	1.34
Goals	.60	Teacher-Student Relationships	.62
Clarity	.85	Teacher Credibility	1.09
Questioning	.49	Comparisons	
Classroom Discussions	.82	Whole Language	.06
Feedback	.51	Discovery-Based Teaching	.27
Deliberate Practice	.79	Student Control over Learning	.02
Rehearsal and Memorization	.65		
Spaced Practice	.65		
Retrieval Practice	.46		13

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When should Explicit Instruction be used?

Explicit Instruction should be used when:

- When students have little or no background knowledge
- When students are novices not experts
- When content is new
- When content requires specific order
- When students have experienced challenges learning skills and knowledge

*“There is **always** something that can be taught explicitly.”*
Sharon Vaughn, 2021

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High-Leverage Instructional Practices

As you watch this video,

List the **high-leverage practices** that you observe.

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Writing Instruction Sentence Combining

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High-Leverage Practices

The P's

- Prepared
- Positive
- Passionate
- Present
- Perky

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High-Leverage Practices

Design of Instruction

Used an **Instructional Routine** for the items.

1. Read the **start sentence**.
2. Read the **add sentence**.
3. Underline **what is added**.
4. Combine and write a **new sentence**.

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High-Leverage Practices

Design of Instruction

Gradual Release of Responsibility

(I do.) Modeling was provided in previous lessons. Modeling was been faded in Lesson 21.

We do. The students were guided step-by-step with heavy scaffolding on this item

We do. Guided practice continued with less scaffolding.

You do. Students were asked to complete this item independently.

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High-Leverage Practices

Delivery of Instruction

Provided many opportunities to respond.

- **Unison choral responses**
- **Individual responses** (Did not call on volunteers)
- **Structured Partner responses** (Read sentences to partners.)
- **Choral reading**
- **Silent reading**
- **Written responses** (Underline. Write Sentence.)
- **Actions** (Raise your hand if you had this sentence.)

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High-Leverage Practices

Delivery of Instruction

Monitored student responses.

- Listened carefully to choral responses.
- Listened carefully to choral reading.
- Monitored and circulated during written responses and partner responses.

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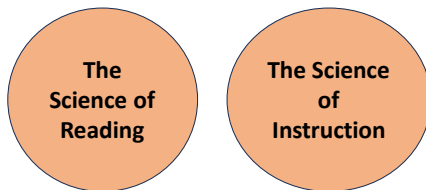
High-Leverage Practices

Delivery of Instruction

- **Provided feedback to students.**
 - Provided feedback to the **whole group**.
- When students wrote sentences and shared with partners, you circulated and monitored and gave feedback privately and quietly to **Individuals**.
 - P – Praise (Specific Praise)
 - E – Encourage
 - C – Correct

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Elements of Explicit Instruction

1. Focus on critical content to promote **LEARNING**.

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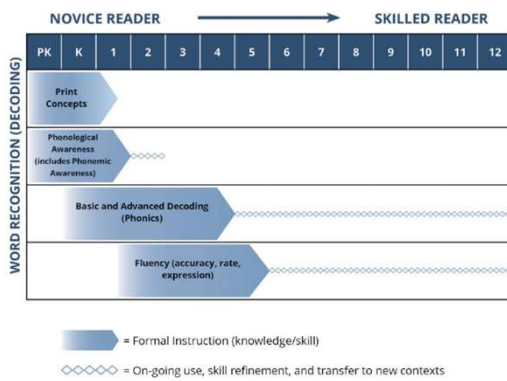
The Simple View of Reading



Graphics
St. Martin, K., Vaughn, S., Troia, G., Fien, & H., Coyne, M. (2020). *Intensifying literacy instruction: Essential practices*. Lansing, MI: MiMTSS Technical Assistance Center, Michigan Department of Education.

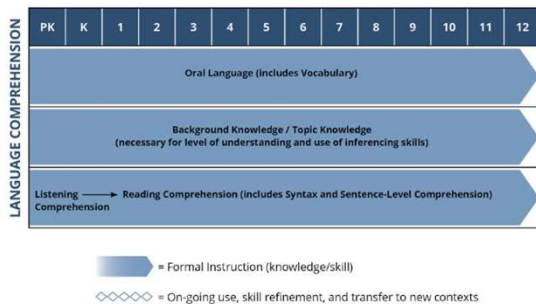
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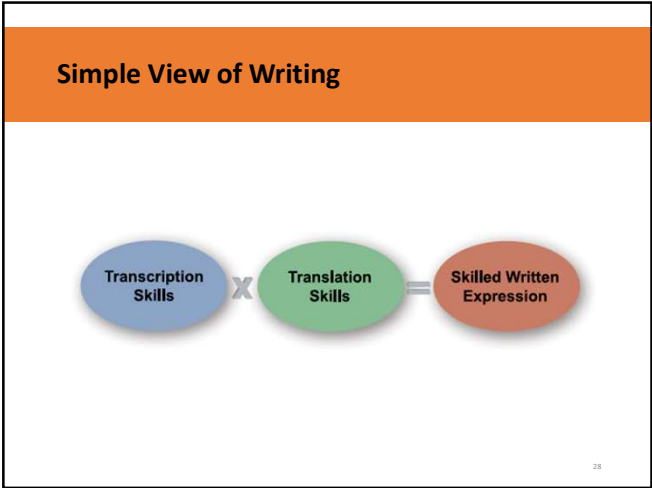
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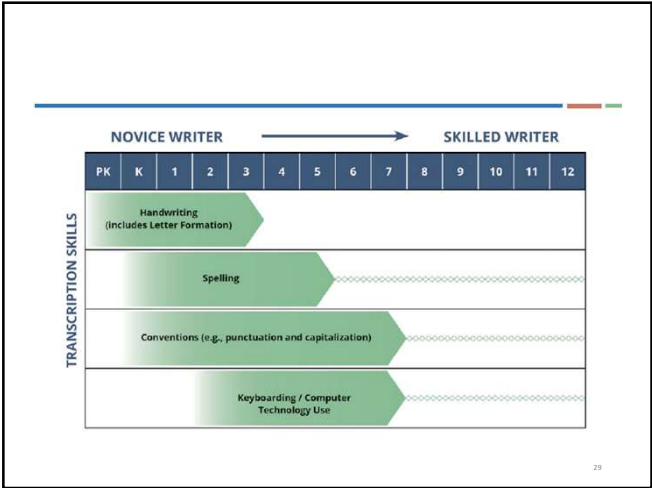
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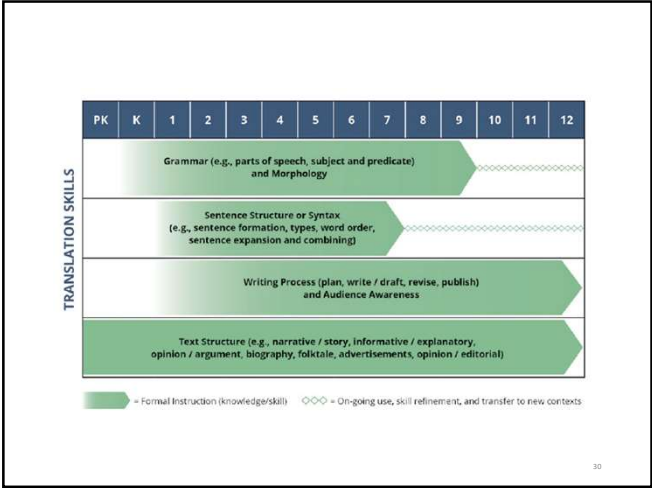


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1. Focus on critical content to promote **Learning.** (Research-Validated)

• **REWARDS - Overt Strategy**

- 1. Circle the prefixes.
- 2. Circle the suffixes.
- 3. Underline the vowels.
- 4. Say the parts of the word.
- 5. Say the whole word.
- 6. Make it a real word.

prevention

unproductive

masterfully

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1. Focus on critical content to promote **Learning.** (Research-Validated)

Getting the Gist

1. Name the who or what the paragraph is about in a brief phrase.
2. Identify two or three important details about the topic.
3. "Shrink" the paragraph by stating or writing the main idea. (Say it in 10 to 15 words)

(From Vaughn, et. al. Collaborative Strategic Reading)

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1. Focus on critical content to promote **LEARNING.**

Archerism:

Teach the stuff and cut the fluff.

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Elements of Explicit Instruction

2. Break down complex strategies into obtainable pieces to ensure **LEARNING**.

Be aware of cognitive overload.

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2. Break down complex strategies into obtainable pieces to ensure **LEARNING**.

Phonological Awareness Skills (Kilpatrick, 2019)

• Early

- rhyming
- alliteration
- segment words into syllables
- identify initial sound in word

• Basic

- blending sounds into words
- segmenting words into sounds

• Advanced

- manipulating phonemes
- deleting, adding, substituting

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2. Break down complex strategies into obtainable pieces to ensure **LEARNING**.

Example Sequence of Phoneme - Grapheme Associations

(IES Practice Guide – Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, 2016)

• Single consonant and vowel letters

a m t s i f d r o g l h u c b n k v e w j p y x q z (Carnine, Silbert, and Kame'enui, 1997)

• Consonant blends

bl cl fl gl pl sl
cr dr gr pr tr br fr
sm sp st sw sc

**Sequence from simple to complex*

**Sequence from high to low frequency of occurrence*

• Consonant digraphs

th sh ch ph ng tch dge

• Long vowels with silent e

a-e i-e o-e u-e e-e

• Two-letter vowel teams (combination of letters standing for single vowel sound)

ai ay ea ee ey oa ie igh

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2. Break down complex strategies into obtainable pieces to ensure **LEARNING**.

Archerism:

Success breeds Success
Success breeds Motivation

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Elements of Explicit Instruction

3. Provide quality explicit instruction lessons that yield **LEARNING**.

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3. Provide quality explicit instruction lessons that yield **LEARNING**.

• **Opening**

• **Body**

• **Closing**

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3. Provide quality explicit instruction lessons that yield **LEARNING**.

• Opening

- Attention** *Gain attention.*
- Review** *Review critical preskills and knowledge. (Retrieval)*
- Preview** *Communicate purpose of the lesson or activity.*

• Body

• Closing

- Review** *Use retrieval practice to review lesson content.*
- Preview** *Preview content of next lesson.*
- Independent Work**

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3. Provide quality explicit instruction lessons that yield **LEARNING**.

- Utilizing **explicit instruction** procedures.

- **Demonstration** **I do it.**
- **Guided Practice** **We do it.**
- **Checking understanding** **You do it.**

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3. Provide quality explicit instruction lessons that yield **LEARNING**.

Archerisms:

How well I teach = How well they learn

I do it. We do it. You do it.

I do. We do. You do.

Routines Routines Routines Routines Routines

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Elements of Explicit Instruction

4. Actively involve **all students** in responding throughout the lesson, making **LEARNING** visible.

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Opportunities to Respond – WHY?

Clear and Consistent Research Results:

- Increases time on task
- Increases academic achievement (**Learning**)
- Decreases disruptive behaviors
- Increases intensity of interventions

Research Review of 15 studies
Mac Suga-Gage & Simonsen, 2015

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Elicit frequent responses

Verbal Response Procedures Unison Choral Structured Partners Teams/Huddle Groups Individual (NO volunteers) Discussion	Inclusive Passage Reading Silent Reading (Whisper Read) Choral Reading Cloze Reading Echo Reading Partner (Me or We) Literacy Circles
Written Response Procedures Short Written Responses Whiteboards	
Action Response Procedures Acting out Touching/Pointing Gestures Facial Expressions	Use of Technology
Hold Ups White Boards Hand Signals Response Cards/Response Sheets	

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Active Participation Essentials

Essential No. 1: Request frequent responses from students.

Essential No. 2: Require overt responses—saying, writing, doing.

Motto: *Every day, in every class, every student is participating by speaking, writing, or doing.*

Essential No. 3: Involve all students.

No Opt Out

Everyone does Everything (Feldman, 2021)

No Hands Raised policy

Essential No. 4: Structure the active participation procedures.

Essential No. 5: Provide adequate think time/preparation time.

1. Allow adequate **thinking time/preparation time**

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Opportunities to Respond - Defined

- Opportunities to Respond
 - teacher behaviors
 - number of lesson-related questions or prompts
 - teacher provides to a group or individual
- Average Number of OTRs in a minute

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Opportunities to Respond – How Many

Guidelines for Response Rates – Current Research

(Mac Suga-Gage and Simonsen, 2015; Simonsen and Myers, 2015)

Effective teachers elicit:

Simple Responses

- Such as: unison choral responses, gesture, response cards
- 3 to 5 opportunities to respond per minute

More Complex Responses

- Such as: partner sharing, written answer, math problem
- At least 1 opportunity to respond per minute

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4. Actively involve all students in responding throughout the lesson, making **LEARNING** visible.

Archerisms:

Learning is not a spectator sport.

Everyone does Everything. Dr. Kevin Feldman

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Elements of Explicit Instruction

5. Carefully monitor students' responses, adjusting the lesson as necessary to ensure **LEARNING**.

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5. Carefully monitor students' responses, adjusting the lesson as necessary to ensure **LEARNING**.

Archerisms:

Look carefully
Listen carefully

Circulate and monitor
Walk around
Look around
Talk around

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Elements of Explicit Instruction

6. Provide affirmative feedback (praise), informative feedback, and corrections to support **LEARNING**.

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6. Provide affirmative feedback (praise), informative feedback, and corrections to support **LEARNING**.

	Hattie Effect Size
Feedback	.70

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6. Provide affirmative feedback (praise), informative feedback, and corrections to support **LEARNING**.

Archerisms:

Feedback feeds forward.
Feedback feeds forward.

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Elements of Explicit Instruction

7. Provide deliberate practice, retrieval practice, and spaced practice to ensure retention and **LEARNING**.

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7. Provide deliberate practice, retrieval practice, and spaced practice to ensure retention and **LEARNING**.

Deliberate practice is goal-oriented practice consciously devoted to improvement of a skill.

Retrieval practice is a learning strategy in which students must retrieve information from memory.

Spaced practice (also known as distributed practice) is a learning strategy, where practice is broken up into several short sessions - over a longer period of time.

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7. Provide deliberate practice, retrieval practice, and spaced practice to ensure retention and **LEARNING**.

Practice	Hattie Effect Size
Deliberate Practice	0.79
Retrieval Practice	0.46
Spaced Practice	0.65

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7. Provide deliberate practice, retrieval practice, and spaced practice to ensure retention and **LEARNING**.

How much practice?

Siegfried Engelmann, who observed children responding to instructional examples for decades while developing the Direct Instruction Model, contended that “the amount of practice required is **five times** what teachers expect.”

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7. Provide deliberate practice, retrieval practice, and spaced practice to ensure retention and **LEARNING**.

Archerisms:

~~Practice makes perfect.~~

Perfected practice over time makes perfect and permanent.

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Elements of Explicit Instruction

8. Utilize management procedures that support students and teachers, thus facilitating **LEARNING**.

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8. Utilize management procedures that support students and teachers, thus facilitating **LEARNING**.

Archerisms:

Teach predictable routines. *Predictability predicts ability.*
 Provide pre-corrections. *If you expect it, pre-correct it.*
 Provide acknowledgement. *Catch them being good.*
 Maintain a perky pace. *Avoid the void for they will fill it.*

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Elements of Explicit Instruction

9. Intentionally establish positive teacher-student relationships that support **LEARNING** in the classroom.

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- 9) Intentionally establish positive teacher-student relationships that support **LEARNING** in the classroom.

Connect. Connect. Connect.

Be kind.
 Be kind.
 Be kind.

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Elements of Explicit Instruction

Every day, in every class, in every lesson, we will:

1. Focus on **critical content** to promote **LEARNING**.
2. **Break down complex strategies** into obtainable pieces to ensure **LEARNING**.
3. Provide **quality explicit instruction** lessons that yield **LEARNING**.
4. Actively **involve all students** in responding throughout the lesson, making **LEARNING** visible.
5. Carefully **monitor students' responses**, adjusting the lesson as necessary to ensure **LEARNING**.

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Explicit Instruction

6. Provide **affirmative feedback** (praise), informative feedback, and corrections to support **LEARNING**.
7. Provide **deliberate practice, spaced practice and retrieval practice** to ensure mastery, retention, and **LEARNING**.
8. Utilize **management procedures** that support students and teachers, thus facilitating **LEARNING**.
9. Intentionally establish positive **teacher-student relationships** that support **LEARNING** in the classroom.

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Anita Archer's "Archerisms"

Explicit Instruction

Teach the *stuff* and cut the fluff.
How well I teach = How well they learn
I do it, We do it, You do it.

Learning is not a spectator sport.
Everyone does Everything
Look carefully. Listen carefully.
Walk around. Look around. Talk around.

FEEDBACK FEEDS FORWARD
Perfect practice over time makes
perfect and permanent.

Predictability predicts ability
If you expect it, pre-correct it.
Avoid the void, for they will fill it.

Teach with passion.
Manage with compassion.

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Explicit Instruction	Mental Map
Plan	
*Select critical content.	
*Sequence the skills/knowledge logically.	
*Break down content into obtainable chunks.	
*Develop or select clear examples & non-examples.	
Teach	
Design of Instruction	Delivery of Instruction
Opening	
Gain attention.	
Review preskills/background knowledge.	*Elicit responses.
State the lesson's purpose or goal.	Everyone does Everything.
Body	
Provide an organized, focused, engaging lesson.	*Monitor student responses.
Communicate with clarity.	
Utilize instructional routines.	
Provide clear demonstrations. I do.	
Provide guided practice. We do.	*Provide feedback.
Check understanding. You do.	Affirmative
	Corrective
Closing	
Review critical content. (Retrieval Practice)	*Maintain brisk pace.
Preview content for next lesson.	
Practice	
*Provide adequate practice for mastery.	Anita Archer, Ph.D.
Deliberate Practice (goal-oriented)	September 2023
Retrieval Practice (from memory)	Teach them well.
Spaced Practice (over-time)	
Cumulative Practice (mixed content)	
Optimize Academic Learning Time. Promote Success.	

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<p>Thank you for your dedication to quality instruction so that all children can read and write with ease.</p> <div> <ul style="list-style-type: none"> • I slept and dreamt that life is <i>joy</i>. • I awoke and saw that life was service. • I acted and behold, service was <i>joy</i>. <p>Rabindranath Tagore</p> </div>
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