



Effective Direct Instruction: A Model for Explicit Instruction

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Effective Direct Instruction: A Model for Explicit Instruction

- **The impact of an outstanding classroom teacher on a child's life can be dramatic.**
- **Successful teachers are willing to work toward perfecting their craft.**
- **Successful administrators are willing to provide the training that will enable teachers to perfect their craft.**
- **Direct Instruction can make a good teacher a great teacher.**
- **Direct Instruction can enable administrators to provide a valuable tool to their teachers.**

Effective Direct Instruction: A Model for Explicit Instruction

Direct Instruction is...

- **a teaching model shown to be the most effective for teaching ALL students.**
- **emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks.**
- **provides constant interaction between students and teachers.**
- **is fast-paced.**
- **is prescriptive.**

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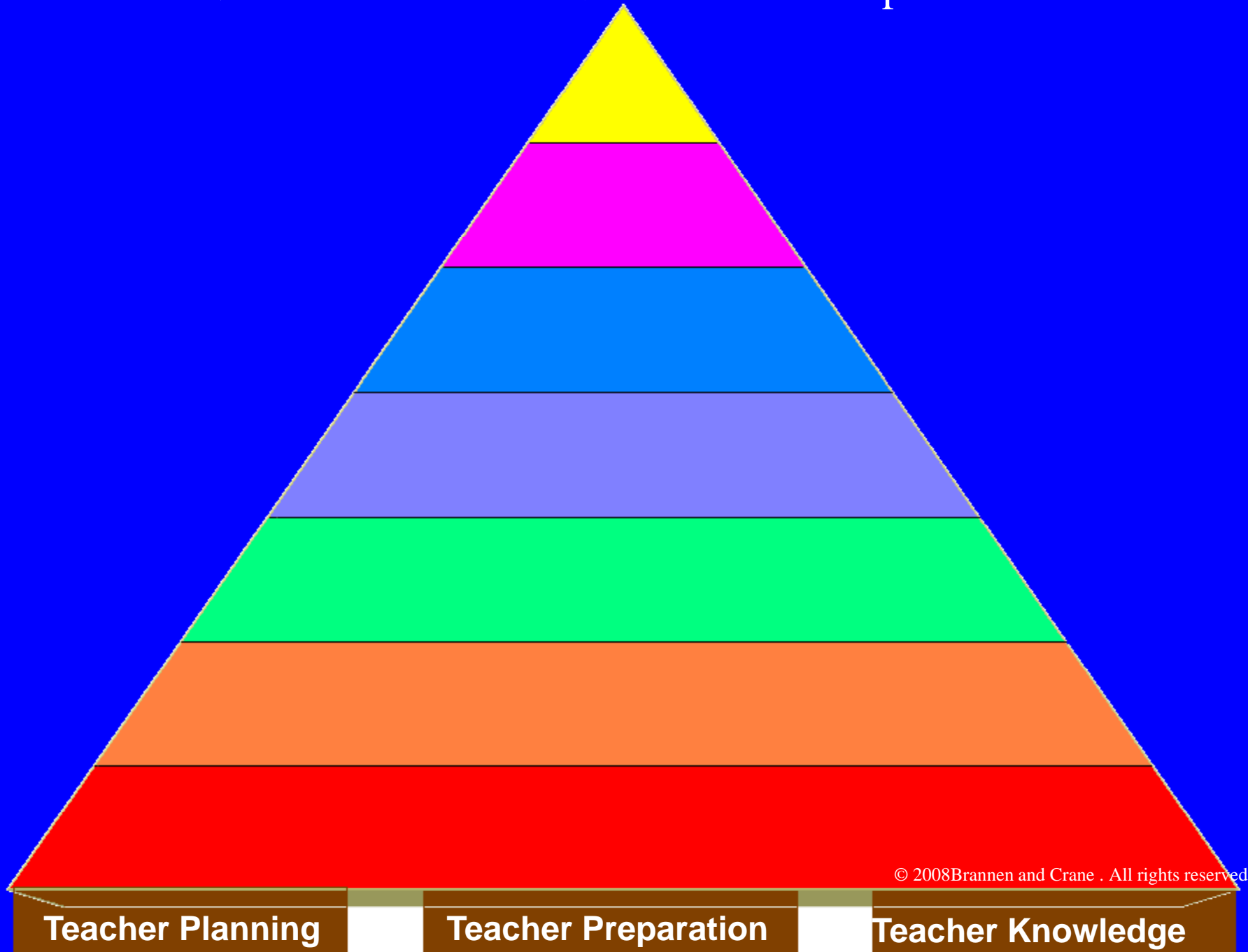
Effective Direct Instruction requires expert teaching...

- **Planning and preparing**
- **Establishing high expectations**
- **Actively engaging all students**
- **Appropriately pacing the lesson**
- **Checking for understanding**
- **Modeling, providing feedback, and monitoring**

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- **The foundation for expert teaching is based on teacher knowledge, teacher planning, and teacher preparation.**

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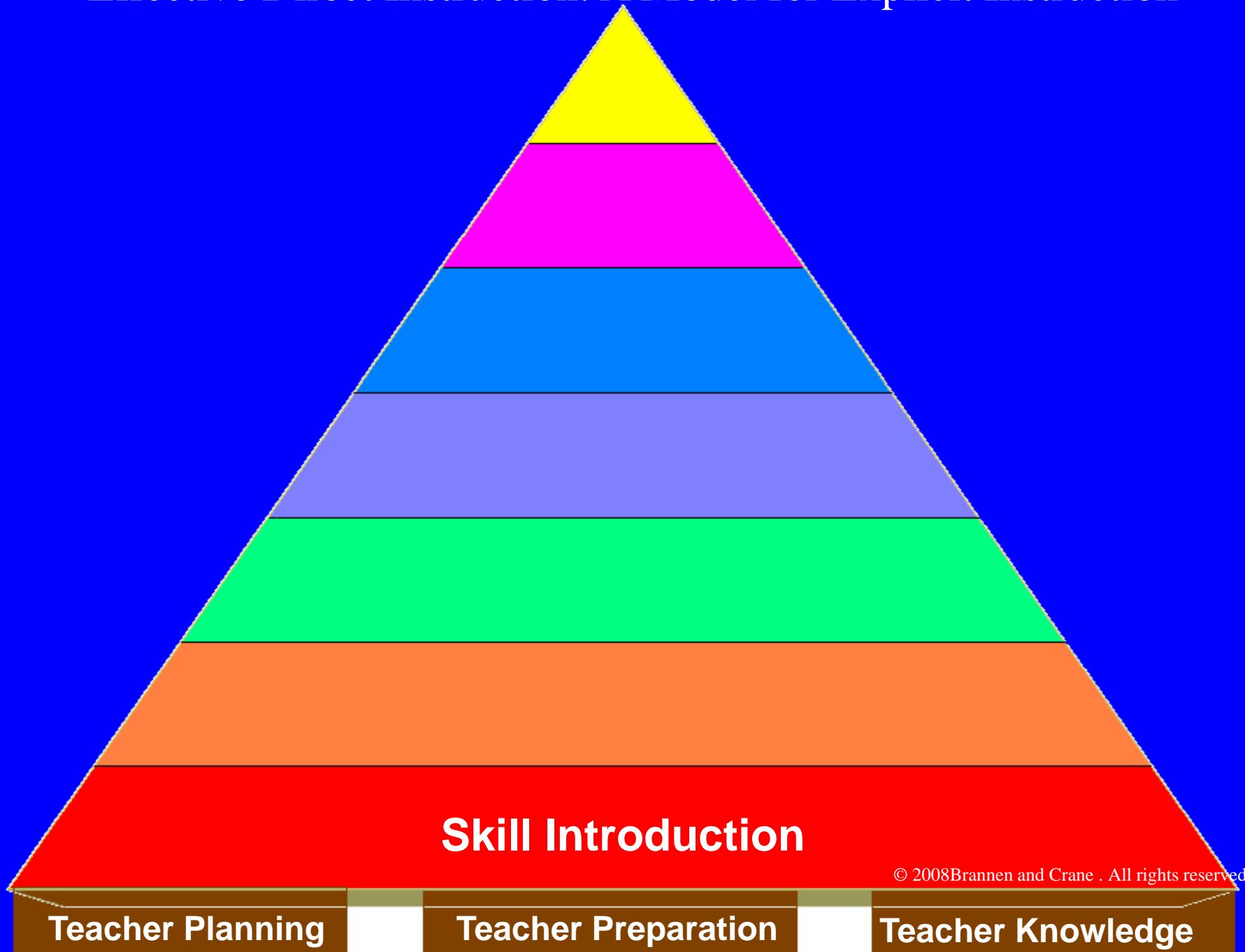
Why Use Direct Instruction?

- **Intensive and data-driven**
- **Focuses on student academic performance**
- **Involves continuous improvement**
- **Involves constant monitoring of students' academic progress**
- **30+ years of research documenting its effectiveness**

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**What should observers see
during a lesson using the Model
for Effective Direct
Instruction?**

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Skill Introduction by Explicit Instruction

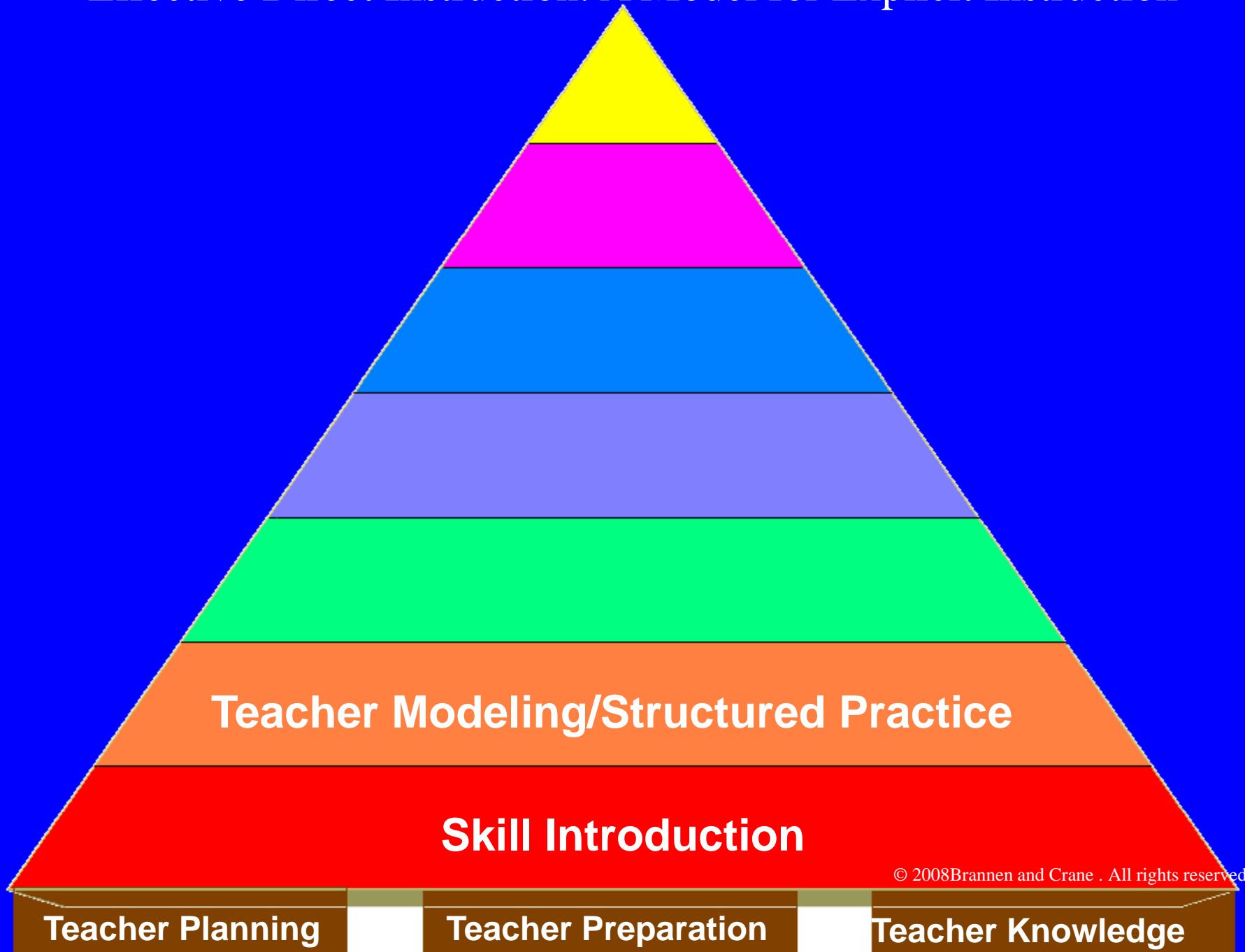
- Activation of relevant existing knowledge
- Discussion of the lesson's objective
- Clear, explicit concept introduction
- Concepts are demonstrated **ORALLY** and **VISUALLY**
- Clear explanation of activities and materials
- Clear directions
- Instructor checks for understanding throughout the lesson

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Skill Introduction by Explicit Instruction Includes...

- Activation of relevant existing knowledge
- Presentation of material in small steps
- Modeling or narrated demonstration
- Staying on topic, avoiding digression
- Reexplaining, remodeling difficult points

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Modeling and Structured Practice

- Teacher models concept while “thinking aloud”
- Students practice a problem with the teacher
- Teacher immediately reviews the practice problem
- Teacher reinforces accurate responses and corrects inaccurate responses

Note: Structured practice is done in a group. The teacher continuously observes and interacts with the group.

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Modeling and Structured Practice Includes Checking for Understanding

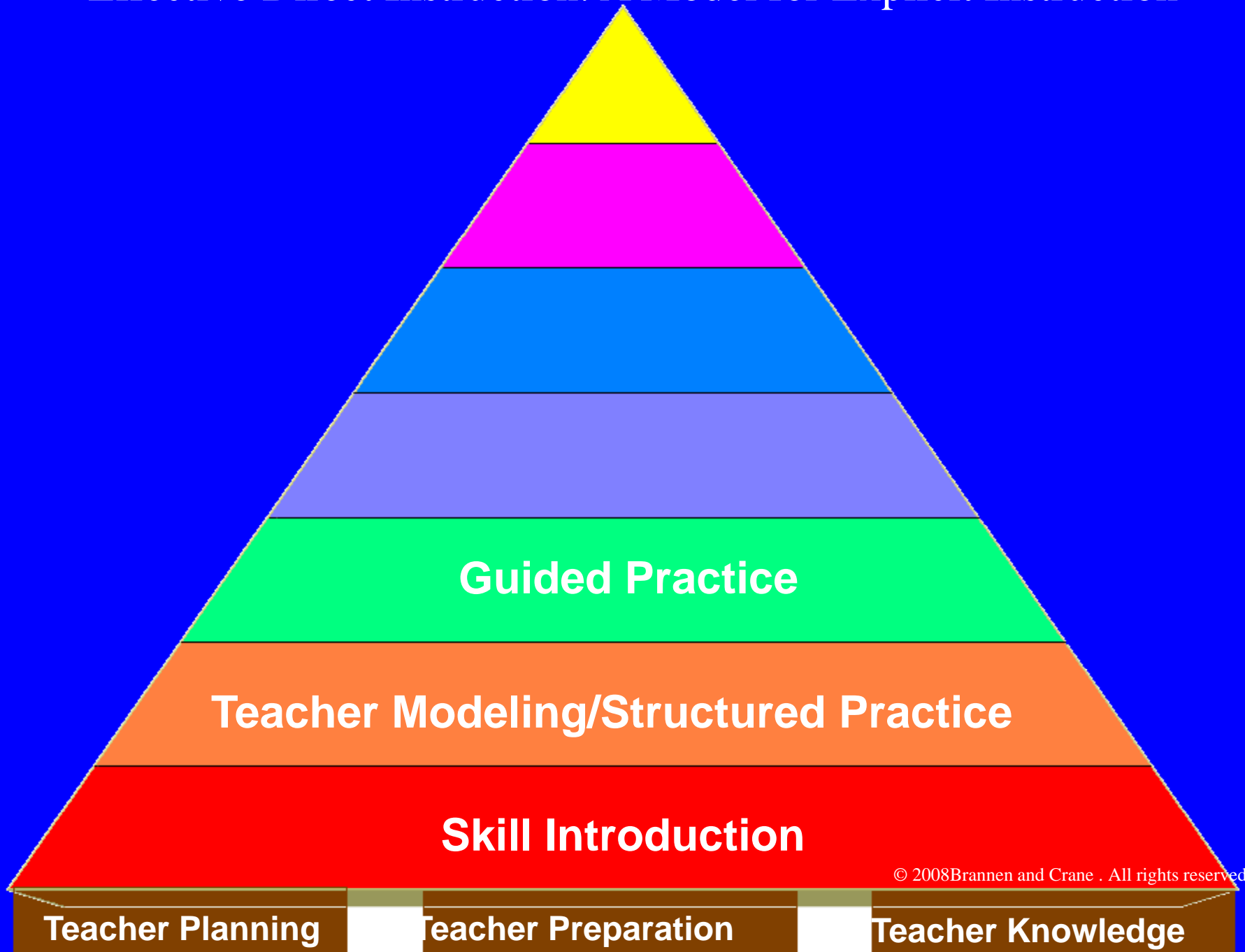
- Focused question
- Monitoring responses
- Ensuring all students respond
- Asking questions within students' reach
- Avoid nonacademic question

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Modeling and Structured Practice Includes Checking for Feedback

- Correcting errors without simply giving answers
- Reteaching material to correct
- Leading or giving clues to correct
- Brisk pace
- Corrective, academic feedback
- Deserved feedback

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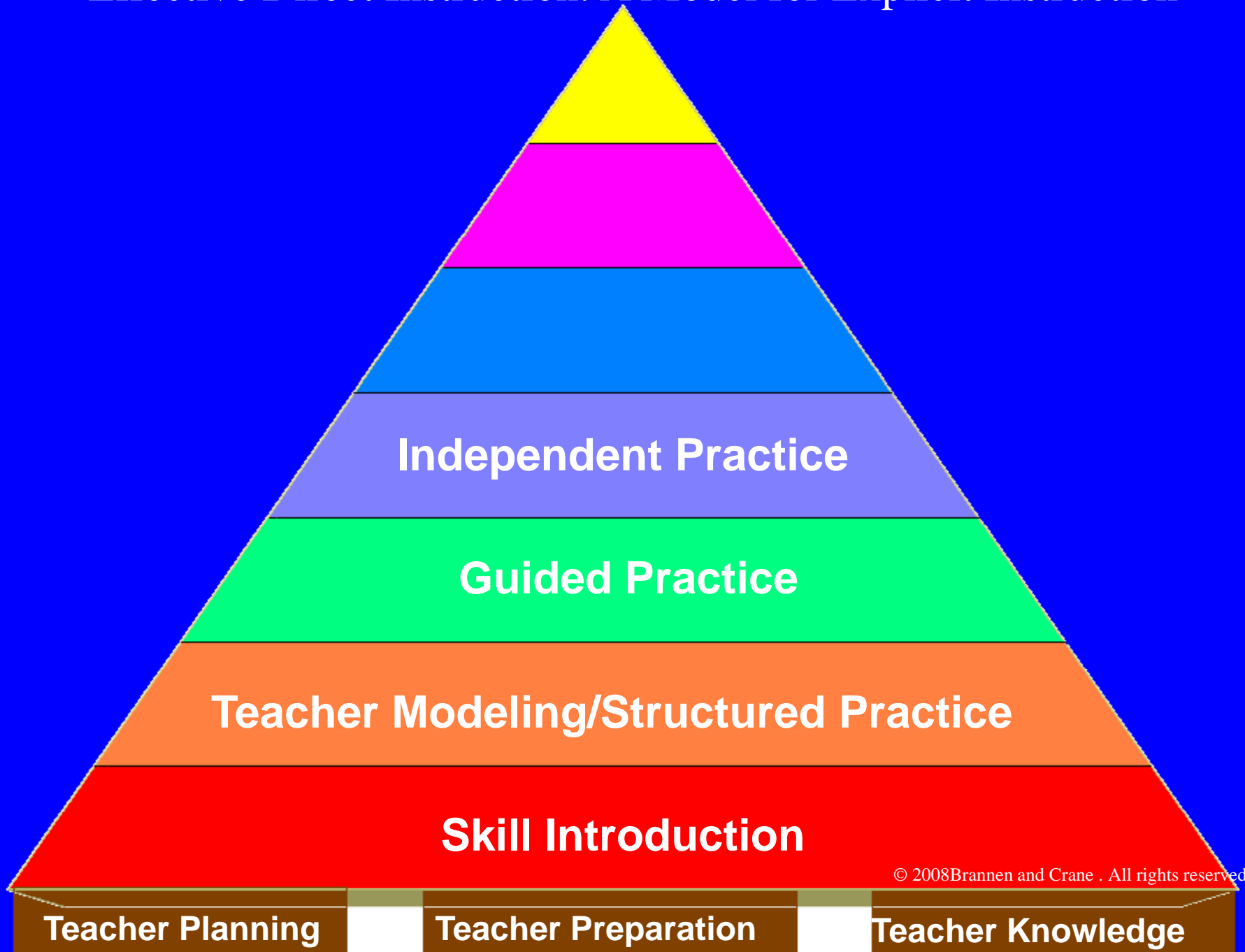


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Guided Practice

- Students are engaged
- Students practice on their own while the teacher is observing and commenting
- Teacher actively monitors and interacts with students
- Teacher provides corrective feedback throughout the guided practice session
- Note: Guided practice is done in a group. The teacher is continuously observing and interacting with the group.

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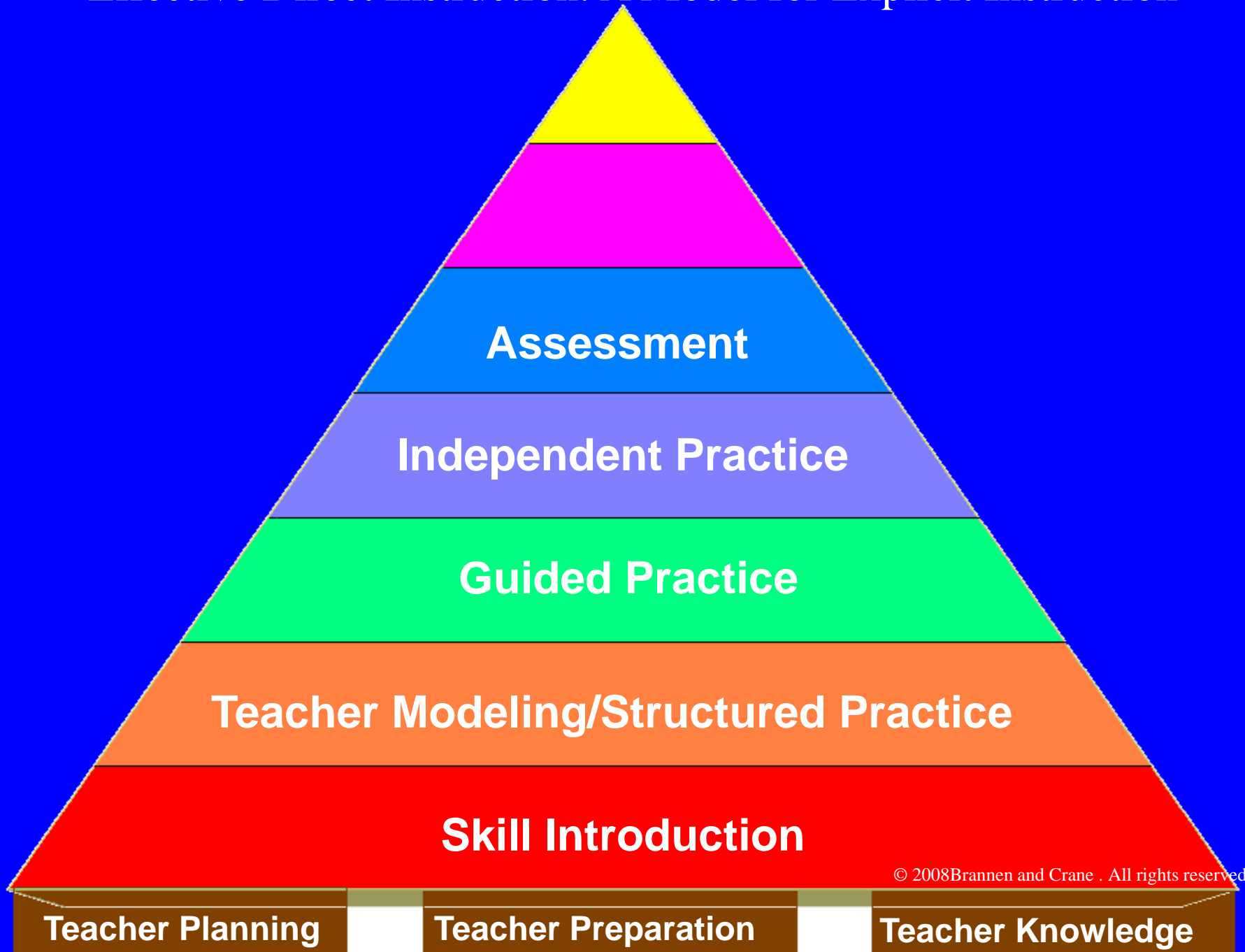
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Independent Practice

- Students do not participate in independent practice until they have reached an 85% to 90% accuracy level.
- Students practice without assistance.
- Feedback is delayed.

Note: Most sessions of an Effective Direct Instruction lesson will NOT have an independent practice component.

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Assessment promotes early
detection of learning gaps.

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Testing provides educators with crucial intelligence about the needs and abilities of students and the performance of academic programs. Regular assessment provides students and parents with useful feedback.... It is especially important in the areas of early reading acquisition and special education.

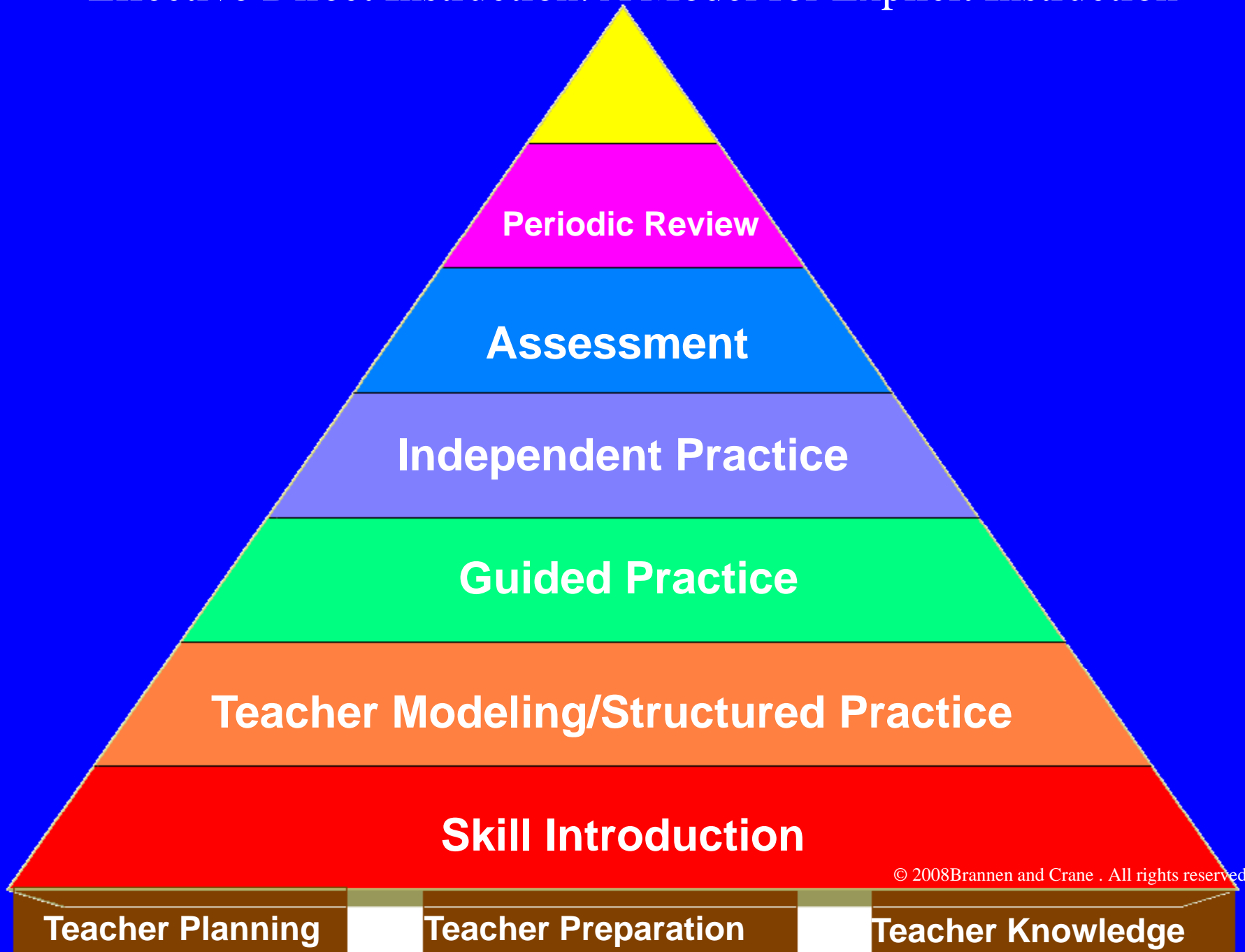
Patrick J. Wolf

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Assessment and Reteaching

- Assessments generate objective specific information about students' strengths and weaknesses.
- Assessments generate reliable information regarding concept mastery.
- Assessments focuses the efforts of administrators, teachers, and students on important material that needs to be mastered.
- Assessment allows teachers to target specific gaps in key concepts.
- Teachers can use the information generated from tests to decide whether to continue reteaching.

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How many times have you heard a teacher say, “But I taught that concept earlier in the year.”?

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Periodic Review

Research has confirmed that periodic review of previously-learned material facilitates retention and recall of an increasingly higher proportion of input information.

Dennis Wilhoit

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Periodic Review

- Students should be exposed to frequent, brief reviews.
- If students do not understand a concept, then they cannot encode the concept—therefore, this can cause interference in the retrieval of and understanding of information.

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Two Ways People Respond to Information

Recognition

- Feeling of familiarity
- Matching
- True/false
- Multiple choice
- Recognizing someone that you know

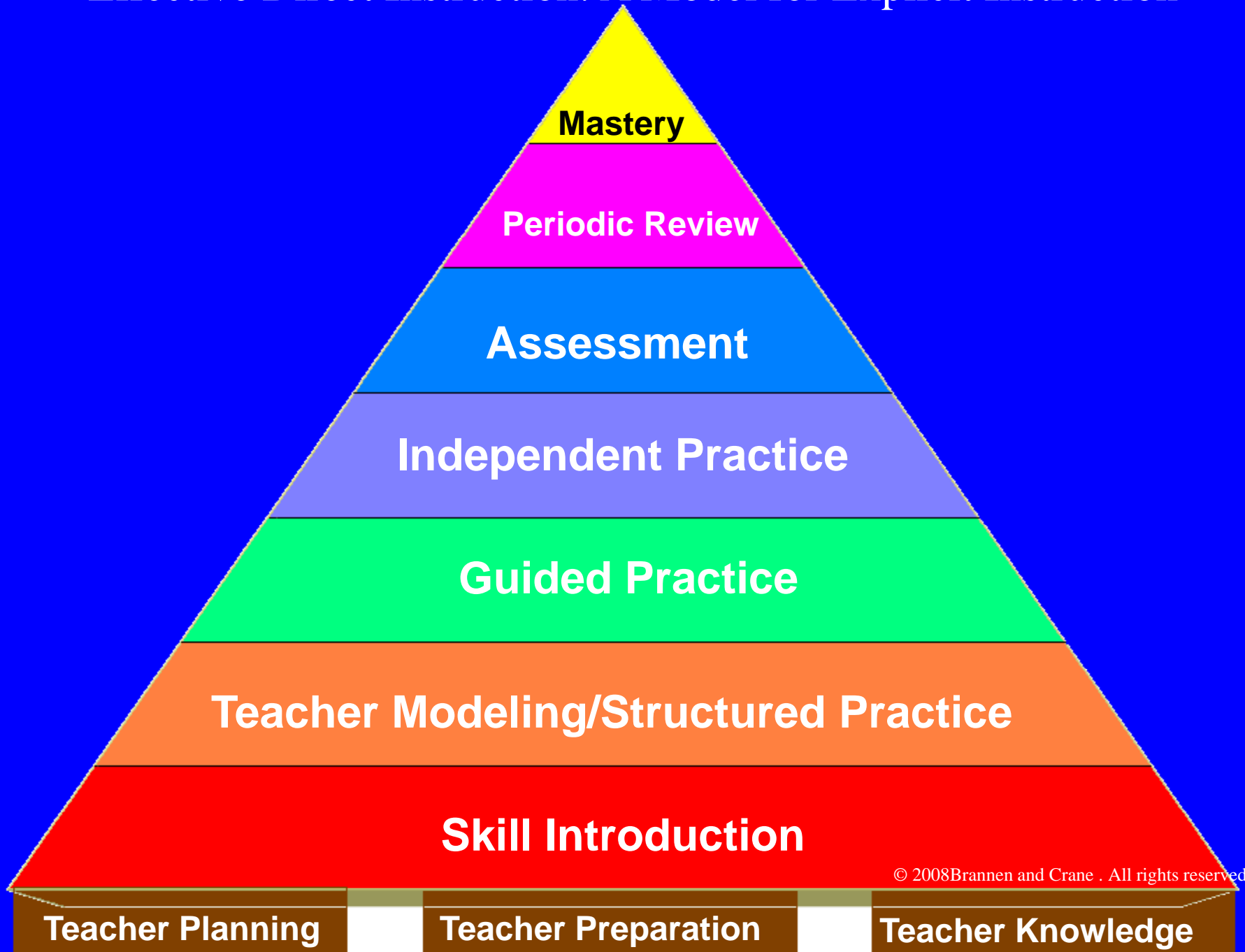
Recall

- Fill in the blank on tests
- Completing essay questions
- Remembering the name for a person
- Applying a learned process

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- Recognition involves the process of comparison of given information with information stored in the memory.
- Recall involves the search of memory and then the comparison/application process.

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Student Concept Mastery is...

1. Being in possession of a consummate skill
1. Full command of a concept
2. Great skillfulness and knowledge of some subject or process
3. Cognitively skillful

Learning Environment

- Teacher direction and selection of concepts and tasks
- High expectations of academic and behavioral excellence
- Maximization of time on task
- Priority and focus are on the academic tasks

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What are the benefits of the Model for Effective Direct Instruction?

- Highly effective for all learning styles.
- Positively reinforces ongoing student learning.
- Behavior management-especially holding attention-is built into the method.
- Can and should be used with whole groups and small groups.

Who should use the Model of Effective Direct Instruction?

- Teachers who are concerned about the numbers of students that are failing.
- Teachers who have the desire to turn the situation around.
- Teachers who are willing to take responsibility for student success and failure.
- Teachers who are willing to change what they are doing and how they are doing it.

What are the teacher's responsibilities?

- Set specific objectives
- Intensively and explicitly teach skills/objectives
- Provide opportunities for many correct responses
- Praise immediately, frequently, and abundantly for all correct responses

What are the administrator's responsibilities?

- Provide training opportunities
- Set specific goals
- Monitor teachers' adherence to using the model with fidelity
- Expect teachers to teach
- Expect students to learn
- Be prepared to monitor, monitor, monitor!

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What can an administrator expect with Direct Instruction?

A school that produces excellent results with an at-risk population.

A school where time-on-task is increased.

A school where teachers teach.

A school where all segments of the populations needs are being met.

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Effective Direct Instruction

- Very fast paced—the goal is as many responses per minute as possible
- Praise lavishly and specifically
- Correct immediately
- Use individual and choral responding
- High positive affect...drama...surprise...it is FUN to learn

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Before we close...

In his book, *The Learning Leader*, Douglas Reeves reports on a study conducted in 2005. Specific items were identified for observers to look for as they made 1,500 teacher observations.

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Take a Guess...In what percent of the 1,500 observations were the events observed?

1. Clear learning objectives established
2. Worksheets used
3. Lecture
4. Monitoring with no feedback
5. Students required to speak in complete sentences
6. Bell-to-bell instruction
7. Evidence of data driven instruction
8. Fewer than one-half of the students engaged

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Reeves revealed...

1. Clear learning objectives established (4%)
2. Worksheets used (52%)
3. Lecture (31%)
4. Monitoring with no feedback (22%)
5. Students required to speak in complete sentences (0%)
6. Bell-to-bell instruction (0%)
7. Evidence of data driven instruction (0%)
8. Fewer than one-half of the students engaged (82%)

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In summary . . .

Effective student instruction is built upon
a solid foundation . . .

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