

Intensive-Explicit Instruction

**Teaching practices that ensure students master
content**

(version 1.0--October 15, 2008)

Instructional Coaching

The Kansas Coaching Project

Intensive-explicit instruction

Some rights reserved. Educators are granted permission to copy this document for use with students and teachers. However, no part of this document may be included in other publications in any format without written permission from the Instructional Coaching Group. www.instructionalcoaching.com. Copyright © 2008

Intensive-Explicit Instruction

Intensive-explicit instruction (IE) is appropriate for use when teachers are intent on teaching students content, strategies, or other knowledge that students need to master. Intensive explicit instruction is designed to ensure that students learn and remember information as it was explained by their teacher. IE is designed to ensure that all students master the content taught. IE may involve the following teaching practices

Pre-test and commitment to learning

Teachers provide students with a curriculum-based assessment to see if students need to learn what is about to be taught. Then, teachers meet one-to-one with students to obtain students' commitment to learn what they are about to learn.

Describe

Teachers offer precise and explicit explanations of what is being learned. Instruction involves frequent opportunities to respond, numerous checks for understanding.

Verbal Rehearsal

Students are guided by the teacher to memorize key vocabulary until they have an automatic knowledge of key terms and definitions for those terms.

Learn by Watching, Sharing, Practicing

Teachers model new knowledge or procedures for students, then guide the students to attempt application of what is being learned, and then provide opportunities for student to practice independently. Instruction is scaffolded so that students learn content in a step-by-step fashion, and frequent formative assessments are provided so that teachers and students are certain that students are mastering content.

Post-test

Teachers give students a curriculum-based assessment similar to the pre-test to assess whether students have mastered the information that has been taught. If students have mastered content (which is usually the case given the use of formative assessment) they are asked to commit to generalizing their knowledge. If students have not mastered content, they are re-instructed until they learn the content.

Generalization

Students are given multiple opportunities to apply their new knowledge in a variety of settings until their use of the knowledge is habitual.

Going Deeper

The ideas contained here are based on the work of Donald D. Deshler, Jean B Schumaker and other researchers at the University of Kansas Center for Research on Learning www.kucri.org. Anita Archer's "I do it, we do it, you do it" teaching practice also has been adapted her for the "Learn by watching, sharing, practicing" instructional stage.

Pretest Checklist

Teacher: _____

Date: _____

Strategy: _____

Teaching Behavior	OBS.	Comments
Each student completes a pretest (the pretest described in the strategy manual)		
Each pretest is scored (by teacher, IC, or grader)		
Teacher meets one-to-one with each student to discuss his/her performance on the pretest.		
Teacher explains his/her commitment to the student.		
Teacher prompts student to make a commitment to learn the strategy.		
Students write their commitment to learn on their pretest at the end of the one-to-one conversation		

Additional Comments:

Describe Checklist

Teacher: _____

Date: _____

Strategy: _____

Teacher Behavior	OBS.	Comments
Each student uses a folder-portfolio to manage all his/her materials		
Teacher has established a routine for handing out and gathering portfolios at the start of each class		
Teacher begins class with an advance organizer		
Teacher cues students to write the notes on cue cards by either using an overhead or writing them on the board		
Students take notes on cue cards or slips of paper and they keep their notes in their portfolio-folder when they are not referring to them		
Teachers questions students to confirm their understanding at least 10 times per period		

Additional Comments:

Watching, Sharing, Practicing Checklist

Teacher: _____
 Date: _____
 Strategy: _____

TEACHING BEHAVIOR	OBS.	COMMENTS
During the Watching Phase of Instruction	OBS.	Comments
lesson		
The teacher explains how this learning activity will help them learn		
The teacher specifies what students need to do during the lesson		
The teacher “thinks-out-loud” and demonstrates for students the covert (thinking) aspects of the learning they’re acquiring		
The teacher “thinks-out-loud” and demonstrates for students the covert (thinking) aspects of the learning they’re acquiring		
If this is the second time the teacher completes the learn by watching for this learning, the teacher should tell students that he/she is going to demonstrate how to address a common error students showed on the previous lesson		
The teacher should model for students how to correct the error		

<p style="text-align: center;">During the Sharing Phase of Instruction</p>	<p style="text-align: center;">OBS.</p>	<p style="text-align: center;">Comments</p>
-----------------------------------------------------------------------------------	------------------------------------------------	----------------------------------------------------

Review with students how to perform the task or strategy they are learning about		
Call on a variety of students to explain how to perform steps		
Ask students to explain how they are thinking		
Shape student responses if those responses are incorrect		
Encourage students with authentic praise		
Ask questions to evaluate whether or not students can perform the task they are learning about		

During the Practicing Phase of Instruction	OBS.	Comments
--------------------------------------------	------	----------

Teacher explains what students need to do		
Teacher handouts out learning sheets to all students		
Teacher provides “Feedback-on-the-fly” to at least 3 students		
Students’ assignments are scored (by teacher or students) before students start a new practice attempt		
Students use progress charts to chart their scores		
Teacher uses formative assessment to ensure students have mastered content before moving to the next lesson or learning sheet		

Additional Comments:

Posttest Checklist

Teacher: _____
 Date: _____
 Strategy: _____

Teaching Behavior	OBS.	Comments
Each student completes a posttest (the posttest described in the strategy manual)		
Each posttest is scored (by teacher, IC, or grader)		
Teacher meets one-to-one with each student to discuss his/her performance on the posttest.		
Teacher explains the rationales for students to generalize their use of the strategy.		
Teacher prompts student to make a commitment to generalize the strategy.		
Students write their commitment to generalize on their _____ at the end of the one-to-one conversation		

Additional Comments:

Generalization Checklist

Teacher: _____

Date: _____

Strategy: _____

Teaching Behavior	OBS.	Comments
Teacher describes how, why, and where strategies should be generalized		
Teacher unpacks the strategies that are embedded in the strategy being learned.		
The teachers lead a conversation with students about how the strategy can be used in a variety of settings.		
Teacher gives students at least five assignments that cue them to use their newly learned strategy in a variety of settings		
Teacher evaluates students' use of strategy on at least five assignments from other classes.		

Additional Comments: