EDUC6775

# Explicit, Direct, Systematic, Scaffolded Instruction

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## Professional Standards for Teachers

Graduate Level

**1 Know students and how they learn**

**1.2 Understand how students learn**
Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.

**3 Plan for and implement effective teaching and learning**

**3.3 Use teaching strategies**
Include a range of teaching strategies.

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## Direct, Explicit, or Systematic Instruction?

- Regardless of what specific approach we take, all three of these methods or strategies involve directing student attention toward specific learning in a highly structured environment. It is teaching that is focused on producing specific learning outcomes. Topics and contents are broken down into small parts and taught individually. It involves explanation, demonstration and practice.


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## What is **Direct Instruction**?

- The teacher determines the learning intentions and success criteria; makes them transparent to the students.
- The teacher demonstrates the learning intentions and success criteria by modelling; and may need to provide critical information which they might do through videos, pictures, diagrams, charts, maps, etc.; followed by evaluating and checking for understanding.
- Student practice is first guided, and then independent (moving towards the application of knowledge or skills in different contexts).
- The teacher concludes the lesson by reviewing, retelling, reinforcing, and clarifying and key points.

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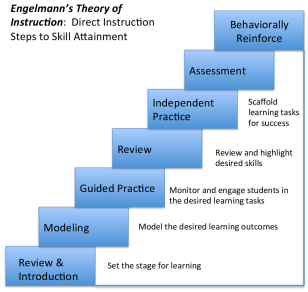
***Engelmann's Theory of Instruction***: Direct Instruction Steps to Skill Attainment




Scaffold learning tasks for success

Review and highlight desired skills

Monitor and engage students in the desired learning tasks

Model the desired learning outcomes

Set the stage for learning

Mastery of desired skill achieved?

If **yes**, begin process again with next skill in the sequence of learning.

If **no**, begin process again to re-teach until mastery of skill has been achieved.

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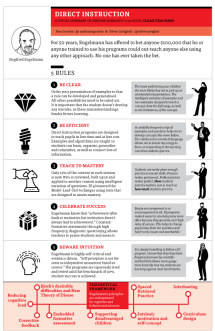


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## Effective Teaching

- Explicit teaching practices, including the effective use of feedback, are key elements of effective teaching. Such practices ensure that students have a clear understanding of why they are learning something, how it connects to what they already know, what is expected of them, and how to do it (explicit teaching). They also ensure that students are given opportunities to ask questions and get clear feedback about their performance against learning outcomes (effective feedback).
- Explicit teaching is an important teaching process, which involves a series of steps whereby the teacher:
- decides the learning intentions and success criteria
- makes the intentions and criteria transparent to students
- evaluates if they understand what they have been told by checking for understanding
- retells students what they have been told by tying it all together with closure.

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## Key Features of Explicit Instruction

ACTIVATION EXPLANATION DEMONSTRATION APPLICATION EVALUATION CORRECTION

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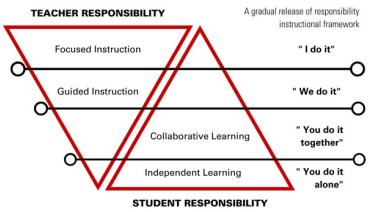
## Cognitive Apprenticeship Model

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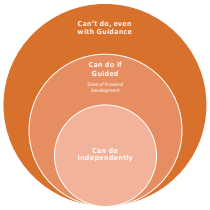
## Gradual Release of Responsibility





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## Scaffolding

- Scaffolding in education is a teaching technique that involves providing support and guidance to students as they learn new concepts or skills. The term "scaffolding" was first coined by the psychologist, Jerome Bruner.
- Scaffolding provides support for students to complete a task before they can complete the task on their own.
- The goal is to gradually remove the scaffolding as students become more proficient, until they are able to complete the task independently.
- Ideally, the scaffolds are only meaningful if they are helping the student do something they couldn't do without them (activating their ZPD) . . . Otherwise they may become a crutch or impediment.

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## Gradual Release of Responsibility


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## Explicit Teaching Research

Explicit teaching practices involve teachers clearly explaining to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback.

- Students who experience explicit teaching practices make greater learning gains than students who do not experience these practices.
- Explicit teaching recognises that learning is a cumulative and systematic process.
- Explicit teaching helps students develop sophisticated and well organised ways of thinking, understanding and doing.

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## Implications for schools and teachers

The evidence strongly supports teachers' use of explicit teaching practices, including:

- telling students what they will be learning, and being clear about the purpose of tasks
- demonstrating or explaining new ideas, and checking that students understand
- giving time for asking and answering questions
- giving specific feedback based on success criteria
- systematically delivering skills, concepts and content knowledge in the right sequence to provide the building blocks towards mastery
- asking students challenging questions, such as 'why, why-not, how, what-if, how does X compare to Y, and what is the evidence for X?'
- assessing and confirming whether students understand what they are learning before progressing
- reviewing learning and explaining how it contributes to related and more complex skills
- providing opportunities for guided, and then independent, practice as students gain proficiency and understanding of concepts and skills.

Consistent use of explicit teaching practices across the whole school supports teachers' use of effective practices. A whole-school approach creates a common language around practice which in turn supports teacher collaboration and strengthens classroom observation practice.

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## Effective Explanations

- Planning Components
- Raising Key Questions
- Promoting Clarity
- Using Examples
- Forming Connections
- Making Emphasis
- Monitoring Feedback

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## Effective Demonstrations

- Make no assumptions about what students know.
- Explain why you are doing what you are about to do.
- Make your thinking and decision making processes visible.
- Stay on track (don't get distracted by suggestions from students).
- Don't go on too long.
- Show what you are doing from multiple perspectives if necessary.
- Be sure to check your students "got" your demonstration.

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## Why it matters

- The evidence shows that students who experience explicit teaching practices perform better than students who do not.
- Explicit teaching can benefit all students (that is, across all year groups and ability levels) when learning new or complex concepts and skills.
- Explicit teaching reduces the cognitive burden of learning new and complex concepts and skills, and helps students develop deep understanding.

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