

**Explicit Instruction: THE Key to Increasing Academic  
Engaged Time**

**Session 1**

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## Explicit Instruction: THE Key to Increasing Academic Engaged Time

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Part 2

8:00 am – Noon

Explicit Instruction: Key to Prevention and Intervention

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Dr. Archer: Hey thank you very much, and as we get started this is your last 30 seconds to get rid of dishes, power down, put away your iPhone, your iPad unless you're taking notes so we can get started. One last thing since this is sort of a maze to monitor in if you have a purse or bag if you could scoot it underneath that would be helpful. Good yay. Well last night I came downstairs to get some ice cream and some of you were returning from adventures, and many of you had like adventures. Raise your hand if you went to the concert in town. Okay, good. And I heard that he played and played and played and played and played and played.

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Dr. Archer: It was a good thing; raise your hand if you had a good dinner. Raise your hand if you had a bad dinner, oh gosh. So well, welcome back I just want to tell you yesterday I had a wonderful time with you, and it was just, you're just a delightful group and very committed to making your VTSS work in your schools so that you have that tier one, tier two, tier three. And we have some people that are joining us today who weren't here yesterday, and so we're focusing on instruction and did we have to participate yesterday? yes or no everyone. Yes okay. And now some of you have moved to new seats, and you've changed the whole feng shui of the room just by like moving over one. So first thing would you get a partner and give yourself the numbers one and two? And you could be a different number today.

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Dr. Archer: ...Okay just a little bit so I don't trip on that, honey you don't have to be apologetic. Okay fall silent, and everyone turn and stare at your partner so I know who you are, good, good job and raise your hand if you're a one. And raise your hand if you're a two, and raise your hand if you're a one, excellent job. And you had a best practice list yesterday, and I want you to pull that out cause we ended the day without having a chance to share that. So, as soon as you have that out I want you to look over what we did in the afternoon.

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Dr. Archer: And you're gonna pick out just two things to share with your partner that you thought was useful. So first look it over, and then first ones then twos share two things from yesterday afternoon that you think is, are very helpful.... Scott I got that one.... Fall silent, so you should be looking at it in terms of staff development, and what you can do within that mode.... Hi, avoid the void.

00:04:00

Dr. Archer: Cause they will fill it, absolutely. [Tape cuts]--gonna give you a vision of today. We are going to look at the research on explicit instruction in relationship first to delivery of instruction, finish that up. And then we're going to look at it in regard to the design of instruction. So yesterday you had part two, which we started with part two because I wanted to be certain we had time to do the active participation well. So that was the handout that was buff, so grab that tan, buff handout. And we are just going to start with a little review, and then a few more points on it. So we looked at explicit instruction.

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Dr. Archer: And used these adjectives to summarize it, that it is instruction that is very what everyone? Systematic and it is, relentless and it is, engaging. And we started by looking at frequent responses, you don't have to keep up with this, this is just review. And, one of the responses we're looking at verbal responses, and we could have students say answers together when the answers are short and what everyone? The same. But we need a cue for them, and we might use this one, asking a what everyone? A question, putting out our hands, do it, do it, do it. Stretching in the morning, giving then what kind of time everyone? Thinking time, and then saying everyone and then cueing them. Perfect. We also took a good deal of time on structured partners, and who is gonna pick the partners the teacher or the students everyone?

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Dr. Archer: The teacher, and we might assign the lowest students, not to the highest but to middle performing, and we might give them a number so that we can't equity, one say the answer, twos say the answer. And we looked at many ways to use partners, but one that is most helpful is for us to use them to answer questions, and so that the students would share an answer with their partner before we called on a student. And I want you to think about this again, because this one is so critical that we do, I want us to think about the benefits of having the student say an answer to their partner before we call on them. So talk it over with your partner, and count the number of ideas you can come up with and go. [Tape cuts] What is a, okay fall silent I, I saw some curious faces very good.

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00:07:02

Dr. Archer: Cynthia is excellent on giving me feedback on poor directions, so fall silent. So I could just call on Cynthia, or I could say the question give them a chance to think, and have Cynthia and everyone else say the answer to their partner, then call on her. And what would be the benefits of having the students first say the answer to a partner before you call on them, versus saying Cynthia, okay got it, and count the number of ideas and go. Do you think you could do me a big favor, and do we have someone sitting here? is this your stuff? Yes, I need to get through this aisle and I just can't, so can you throw them over there? Thank you, thank you. Great.

00:08:00

Dr. Archer: That's so I can get through here.... Okay, fall silent. So as I walked this way you know, my path from yesterday they altered it. And so I had like a better path, now I'm having to make a new one. That you said, well if Cynthia had the gift of saying the answer to her partner first, would she have had more thinking time? Yes or no everyone. Yes. Okay, and also she'd have the gift of rehearsal, now if we just took those two thinking time expanded and rehearsal, would that increase the quality of the answer, yes or no everyone. Yes. Okay, and she also is going to get feedback from her partner, so maybe your answer is incorrect.

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Dr. Archer: Your partner would correct you, maybe it's incomplete, your partner could add to it. Maybe your partner has a different perspective, she could share it. Maybe you don't even know what the question is, she could inform you. So with that combination of more thinking time, more rehearsal opportunity, and feedback is the answer likely to go up? Yes or no everyone. Yes, and I was explaining a strange phenomenon yesterday to a teacher here, and that was we were working with seventh graders, and in their literature program we read certain amount and we stop and we ask questions, which given the research of Isabel Beck and Margaret McKeown that's a very good practice. But the kids didn't like us to ask questions, and so we asked them privately when we were interviewing them, why don't you ask us to ask questions? And they said, well because we get them wrong.

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Dr. Archer: Okay, and so then we introduced this practice to the teachers, and we followed up constantly with them. Now the kids had a whole different vision, cause as soon as they had thinking time and rehearsal time, and feedback the quality of the answers went way up, and then they didn't mind it at all that we were really checking their understanding. So I really want you, I stopped here because I want this to happen in your own schools. Well, we also looked at having students notice we're going very

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quickly, cause this is review, and we could call on individuals. And do we want to utilize volunteers constantly, yes or no everyone. No, and twos tell your partner the only time where it's really legitimate to call on partners, on volunteers. So tell your partner when it's all right to use volunteers.

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Dr. Archer: ...Okay, fall silent. And I heard all over the room well if the answer comes from your personal experience then asking for volunteers is perfect. But if it comes from what I've taught you, what we've read then we should randomly call on students. And if I just want to call on a student and not have them say an answer first to their partner, what should I say first the question or the name, which one everyone? The question, okay and then we talk about the importance of having a system that is inclusive that we could randomly call on children. Well, this was one that I skipped over, and so I'll just stop there for a second. One other research validated practice for calling on individuals is called whip around or pass.

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Dr. Archer: Where you have a question that has lots of different answers, and you just pick one place in the room starting with Rebecca, and we would whip around the room and say the answers. And it's used when there is a whole range of possibilities. Now in the research project they called it whip around or pass, and allowed the kids to pass. But is it possible, particularly in the upper grades you could have a habitual passer, could it happen yes or no everyone? So we just altered it a little bit where we said to the children that you can pass but then you have to put your hand up and we'll come back to you, and you have to say the best answer that your peers gave. Well as soon as we did that, they said, oh gosh I just would like to say my own answer cause I'm gonna have to say an answer anyway. And it took totally the problem dissipated in a day, and then we looked at written responses.

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Dr. Archer: And the big idea is we might want to have them write on some type of slate, sometime a white board to hold it up, because when they do that the students are gonna feel more accountable and the teacher is gonna be able to monitor. And we also look at response cards, and then I had a teacher say, oh I just can't picture all those cards. So I want you to look at the very bottom of that page, and our schools one of the things that all of the children have is a response sheet. And at the top of that sheet it says true and false, down one side it says one, two, three, four at the bottom it says, yes and no, and then now the other side says A, B, C, D. And the kids, it's cardboard, they keep it at their desk, the teacher says take out the response sheet they hold it up, and they touch it.

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Dr. Archer: So it is logistically easier than all of those cards; well we could also have the students do some action and particularly when we teach what everyone? Vocabulary, and then I had a high school teacher say, would you really have children act things out? And that is like fighting words for me, so I am now going to make you 11<sup>th</sup> graders in a social studies class I taught two weeks ago. So looking up here, so we are going to be doing a unit on the Civil War period, starting with what were the factors and causes leading to the Civil War, and then we are going to be looking at what occurred during the Civil War, and the subsequent outcome right up to today. But today I want to start by talking to you about how historians view many of them, the cause of the Civil War.

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Dr. Archer: This group over here, you're gonna be representatives of northern states, and you here are going to be representatives of southern states. You in the middle get to choose as border states which way you go, and north stand up, stand up north... Okay, that's right it is Virginia. Okay, so listening, so north, okay. North you are in the Civil War referred to as the Union. You felt that you were stronger if you worked together as states all in the same country, and so to show you're a part of the Union put your hands on the shoulders of someone else in the group.

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Dr. Archer: Okay, excellent, now drop your hands now you're union, and here is one of your most core beliefs, and that was that on big issues that it would be best if every state had the same laws. And so you actually favored federal law over state law, and so when the issue of slavery came up would you believe in the north that you should have states have same or different laws, which one? Same, and you favored federal or state laws? Federal, and sit and rise up again south. [LAUGHTER] So you were a part of the south in the Civil War they were called the what? Confederacy, they were called the what everyone? The Confederacy, is a much looser joining together, and so the confederate states believed that yes if there was an outside attack from a European country that then it would be useful to gather together.

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Dr. Archer: But they felt that they should be able to have their own laws within their own states, now to show you're part of the confederacy I want you to stay there, either turn your body so you have no eye contact with anyone else in the confederacy, okay. Good job, good job, good job. So you actually favored not federal law but state law, and so you believed that even on important issues states could have different laws. So when the issue of slavery emerged did the south believe that there could be same or different laws by state? Which one everyone? Different, and you favored federal or state law?

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State, sit, and so quick review. You were the union and you were the confederacy, and you favored federal or state law?

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Dr. Archer: And federal or state law? And when important issues came up did the union believe that there should be same or different laws, which one? Same, and in the south same or different laws? Different, so many historians believe that this was the underlying issue, it was the belief in the form of government and that another issue might have taken it to a place where there was also a Civil War. But certainly the issue of slavery did, that was the tipping point in terms of these differences. Now is it possible that doing that little bit of acting out might have assisted students in remembering the big ideas, yes or no everyone? And you might notice that in Virginia we're still fighting aspects of the Civil War that you look at the actual election here. And sort of state versus federal law.

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Dr. Archer: And so it's sort of interesting. So, so that was dedicated to the person who said would you ever act something out in high school? Oh my god yes. So we could utilize gestures, and but the one that here makes a big difference is the use of hand signals. Because it takes no preparation, you have the words of, the concepts of, and the students are gonna tell you which one you are talking about. but again, the students because you're gonna have put their hand up, they feel more of what everyone? Accountable, and the teacher is able to monitor. And so why might we have spent yesterday on active participation including alternatives to round-robin reading? Well if I look at tier one do the students need to be actively engaged during the lessons, yes or no everyone?

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Dr. Archer: In fact if we use these kind of inclusive practices, is it possible that students who might be at risk for being successful have less risk because they were cognitively present, yes or no everyone? See so that's why explicit instruction really is looked at prevention, that it is used in general Ed. so that students will get the information, so that they can go forward with it. But it's absolutely necessary in tier two or tier three where we have to accelerate the student's growth. Well we're now going to look at some of the other part of engaging, and so I want you to go over to slide number 70....

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Dr. Archer: So one of the other parts of the delivery of instruction is that the teacher is constantly monitoring responses. And one possibility is that when I ask you to write something down, or ask you to say something to a partner, or I ask you read silently the

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teacher should not only monitor but circulate. And hopefully your room is arranged so that the monitoring and circulating is easier than here. But there are so many benefits of when the students are working independently, or when they're working with a partner, or when they're working with a team that the teacher doesn't stand at the front of the room, doesn't sit at his or her desk, but is circulating and what? Monitoring, monitoring. And so I want us on our own to take a moment and write down what would be some of the benefits of the behavior that I do constantly where you walk around, look around, talk around.

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Dr. Archer: So adding to your paper what would be benefits on your own to be shared in a moment. And some of you don't have your nametags on today, but I still need them, and if you have nametag aversion, which I think some of you do. Put it in front of you on the paper, or on your table so I can see it but you don't necessarily have to wear it, but it has to be visible. [Tape cuts] --ones then twos you're gonna share your answer with your partner, and if your partner had a good idea add it to your own list. [Tape cuts] Thank you very much. So let's just look at some of your colleagues' ideas.

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Dr. Archer: And one idea that Robin had is that if I circulate and I monitor that it is a way to promote appropriate behavior, it's a management procedure. So the students are sharing answers with their partners, or they're writing things down, or they're writing things on their slate, or they're doing independent work I'm going to get much better behavior if I monitor. And I noticed that that is something that your state patrol knows, because they are out monitoring. And Steven suggested that the kids would be more likely to be engaged and on task, and absolutely the more we monitor, the more present we are with students, the more that they are engaged. And Gwen said, that they would be more what everyone? Accountable, and so even if I have to get way back there they're gonna feel oh, I should write it down too, I should do it also. And then almost all of you said as Ryan and [Daney ?] said, it's a time to do formative assessment.

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Dr. Archer: Because I'm moving around the room, and I am looking at your answers. I am checking understanding, I'm getting feedback on the quality of my teaching, and getting information that will allow me to go forward. But as I monitor I am going to give these students what everyone? Feedback, and so it is a time, real time to give children feedback, and again in John Hattie's work he found that in terms of effect sizes, and learning that one of the most powerful things we do is give feedback. And the feedback could be as Elizabeth said, correction of errors if they've made an error, or correction of misconceptions as Scott was saying. And so as the kids are saying an answer to their partner, you can hear a major misconception, particularly other research shows that this

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can occur in teaching science, that many children get misconceptions as science is being taught.

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Dr. Archer: So but it's not just corrections, we often talk about a strategy called peck, peck, peck, peck. Praise, encourage, correct. Praise, encourage, correct, and so that is the feedback we could give. So I might come to you and you're doing well and I praise you, and you've done well up to there but you need to work some more. I encourage you, but I correct you. So I am walking around praise, encourage, correct. Now one day a person had a total misconception as I modeled that. cause she said, raised her hand and said, does it always have to be praise, encourage, correct in that order? Oh god. No, and no, no, no it's in response to the child. It could be praise, praise, correct, praise, praise, encourage.

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Dr. Archer: It doesn't have to be praise, encourage, correct. Okay, so, so even I can end up with misconceptions from my teaching, and a number of you said Sandy said, that the students will be more attentive to the work they're doing similar to being more engaged. And Brett had another whole idea about this, which I totally agree with, is that when you are moving around the room and monitoring, and circulating you are also thinking about the time allocations. So you're watching to see if many of the kids are finishing up the tasks they are given, because when the majority have you want to regain attention and give feedback to the group. And so now you can't wait for the last child to finish, school year over. And so you wait till the majority are ready and then you move on.

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Dr. Archer: This is one reason why when I go to classes, teachers will often say you'll have five minutes to work on this task, but often it didn't take five minutes. So now maybe it took 30 seconds, now the kids have four minutes of hanging out, it's not pretty. So I never tell people except for breaks how much time they have, but for activities in the classroom I never do that. I'm always monitoring and adjusting the time based on their actual performance. Well another idea was from a high school teacher, or middle school, secondary, and that was that when you monitor and circulate it is an opportunity to connect with children. Now this is particularly important at the secondary, you have 180 kids during the day and how do you connect with 180 kids if they're in a class of 30? Well the way you do it is I walk around, talk around, look around. I walk around, look around, talk around.

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Dr. Archer: I walk around, I look around, I talk around, that is exactly how you do it, and so, and those connections make a huge difference. Let me just tell you one other reason, particularly at the secondary level for constantly monitoring and circulating. Okay I see your hand, I'm gonna finish this and go there okay. Yes. Absolutely that's part of think, pair, share that we looked at yesterday right? Writing down their ideas and their name so we can honor them absolutely. So but here was another, when they did an actual observation study of monitoring here was another benefit of it, that in secondary school kids don't raise their hand and ask questions. But they found that when the teacher was monitoring up close and personal that you were much more willing to ask a question.

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Dr. Archer: So it made you more accessible to the students, and they were more likely to answer that. Sort of like when you go into the store and there is no clerk available, so you just do it. But then the clerk walks by and you think, stop I need your help. And upon seeing them then you stop then, so in that same way they're more, you're more willing to ask questions when that clerk is right there. So there are lots of benefits of monitoring, and just as you were saying there are definite benefits of using think, pair, share which we just did, and putting up the student name. honoring them, and thus getting some reluctant students more involved and committed within your class. Well if you would go over to 71, so Stan [Payne ?] a researcher in instruction sort of summarized the actual act of circulating and monitoring with this strategy.

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Dr. Archer: That I walk around, I look around, I talk around. Everybody, I walk around, I look around, I talk around. One day someone wrote down on their paper, oh here is another way to look at this, walk, gawk, talk. Okay, well it worked and so, but this is a strategy that I would really love to see constantly not just in our classrooms but everywhere. In the cafeteria would it be helpful if whoever is supervising would walk around, look around, talk around? Would that help yes or no everyone? And out in the bus areas, so one day I was asked to do an evaluation of management at a elementary school in, it was a school where they said, come and evaluate all parts of our management, so we started with the common areas.

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Dr. Archer: And I asked the principal what is the main problem at your school? He said, well Anita, it is our recess. We have a huge challenge at recess with inappropriate behavior. And I said, how many people are out supervising? And the supervisor said sis para-educators and three teachers in rotation. That's nine people out, I said whoa and you still have problems? Yeah well I said well I'll go take data today, so I went out to the recess. And there was a beautiful grouping of oak trees, and nine people under the oak

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trees. And so I was able to solve this problem just like that because you know that oak tree had perfect behavior, but I suggested that we take this recess area and we put it into segments.

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Dr. Archer: And everybody got their segment, and they had to what everyone? Walk around, look around, talk around. And so they had to walk around, look around, talk around, and did we reduce management problems rather rapidly yes or no? And almost immediately but we had to monitor the para-educators and teachers to get them to move away from the oak tree. It had been a wonderful gathering spot, and lovely but it didn't work. So it is a strategy we can use, now I'll tell you one group that I wanted to teach this to. When I was working on this book, and mostly I've written curriculum materials about 30 different books. I wrote every single one of them in a coffee shop, I don't like writing at home, I like going to a coffee shop. So this book was actually penned from three years at Good Sam's Hospital in Portland, Oregon.

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Dr. Archer: Three blocks from my house, this 24 hours cafeteria in the hospital. Bit tables, electricity, 24-hour coffee, soft ice cream. Okay, but when I got the manuscript back I was at my apartment in New York City, so I had to find a new location. So I went around my neighborhood, and you know, it is the city who never sleeps so there is lots of options. But I choose Dunkin Donuts, which was right down the street from my apartment, so the first night I went there it was about 10 o'clock and there was about 30 to 35 of New York's finest there. And I got a table, I got electricity, and I worked, and I worked there in the evenings for ten days, and every night the same group of, and a few additions a few subtractions, but the same group of New York's finest was there. And I'm telling you Dunkin Donuts was safe.

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Dr. Archer: Dunkin Donuts was safe, but right on their badge it said neighborhood patrol, and I thought they could use this strategy. Maybe they needed to walk around, look around, talk around, walk around, look around, talk around. Now they were very sweet to me they bought me donuts, walked me home, but when I was done I sent their chief a little notice, and a little index card with this on it. Saying, you know, I think this would be like a good strategy from education to the police use it. So, but do we have some teachers in our school who are not doing walk around, look around, talk around yes or no? And it makes that much difference. It is a stand up, walk around job and it needs us to be monitoring. Well if we, someone see my remote, which I have laid down somewhere?

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Dr. Archer: Oh there it is thank you. Okay keep your eye on it and help me. So when we are monitoring basically this is the process that we're doing, is that when kids respond whether it's in a small group or a large group we are asking our self is their response correct or what everyone? Incorrect, and if it's incorrect then we're going to correct it. If it is correct then we may affirm them and move on. And we're also thinking about what are the adaptations I might need to make in this lesson so I am listening to the responses if it's incorrect I'm correcting, if it's correct I am affirming it. But I'm also asking myself can I go forward in the lesson? Do I need to, I'll go back and review. Do I need to give more practice?

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Dr. Archer: Do I need to, so we are constantly asking ourselves adaptations in this lesson and in the future lesson. So it is monitoring with a purpose, purpose of feedback and a purpose of adjusting the lesson. So that old adage of monitor and adjust for eternity is necessary in instruction. And here we have peck, peck, peck. I could do whatever everyone? I could praise you, I could encourage you, or I could correct your error. Now because of our time I'm going to skip a little bit actually but not this, okay so go to 75. And we looked at the research on corrections, if the students make an error, or if someone in the group makes an error what should the correction be like? And first the correction needs to be actually what everyone? Provided.

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Dr. Archer: We found that particularly teachers in the primary grades were reluctant to correct student errors; they thought that they might damage the student's self-esteem. But what damages your self-esteem is that you don't like learn it. Corrections, if they're done appropriately does not have a negative effect if it ends up with you doing it correctly. So we want people when an error occurs to correct it, and correct it immediately. But when they correct it they need to give feedback that is what everyone? Specific and informative. So if you've made an error I'm going to not just say well that's wrong, well that's definitely wrong, my god that's wrong. Because, the whole goal is of a correction, is this is what we're expecting, this is your performance, and the feedback needs to get you up to that point.

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Dr. Archer: So it has to be very specific, and it has to be informative so that you know how to correct that error. That's why just check on a paper that says it's wrong had almost no impact unless the students also get information on how to correct it. And this is critical, that the correction actually focus on the correct answer versus the incorrect. Okay, so one day I am in a class and I got to see a non-example. And so a teacher showed a word and it was in an intervention class, and the word was, was, and showed

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it to a student, and the child said saw. And the teacher said, no this is not saw, saw begins with an S, and this begins with a W. This is not saw, this is was. All right, is it possible that the student did not fether out of that correction the correct answer?

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Dr. Archer: Could it happen, yes or no? Yes, and so what the teacher should have said is this word is was, Rebecca say the word. Was, everybody in the group say the word, was. Rebecca one more time. The end, and so you focus on the correct response, but what I find is the most critical here is the research on the tone of the correction. And this is where I see that children can have a challenge in terms of what we are doing; my goodness where did they buy their pens? I do want to tell you something though, I was only disappointed in this group once, and that was at the end of yesterday. See I believe that teachers should be scavengers, and when I left this room yesterday there were many pens left on the tables.

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Dr. Archer: And there is some child back in your room that the Double Tree should be donating to. So isn't that the truth, you should be like picking them up, putting them in your purse, putting them in your pocket and taking them back. So today when we leave we will not leave anything that would be useful with the Double Tree. Okay, so let us talk about tone. And Rebecca you're gonna help me out and, so Rebecca when I show it to you say saw. So I'm showing her the word was, and Rebecca what word? Rebecca I have told you this before, when I teach you if you'll pay attention you will get it. Now this can't be the word saw, it begins with, this word is was. Say it Rebecca, was, one more time, was. It is not saw because it begins with a W.

00:41:01

Dr. Archer: Watch tomorrow you'll get it. Not helpful. Now that kind of negative tone along with a correction is definitively not useful because first of all is Rebecca questioning making a response in the future, yes or no everyone? Yes she certainly wouldn't want to be near me, and you're looking and you're saying if that could happen to her it could happen to you. And Kenneth definitely, and Carrie yes, and so it reduces the children's desire to take a risk of a response if the correction carries great negativity. Now sometimes we just get irritated because if she would like look at the word she'd like get it, but it is just simply not helpful. But primary teachers, special Ed. teachers I want you to be very attentive to this example, which is the other extreme.

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Dr. Archer: So Rebecca what word? Oh honey this is our toughey wuffy word isn't it sweetheart, let me help you with it. Now this one begins with a W, and it is was. Oh it's

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an irregular word, it's one of those funny words that don't sound like it looks, so it's was. Can we say that. Was, okay one more time. Was, excellent. Oh everybody give her a round of applause. See now, this is what we often see though with the very altruistic primary teacher or special Ed. teacher who have this great desire to be sweet to everyone. The problem is do we have some children if that moment occurs when you've made an error that they might even generate errors and be careless in order to get that warm huggy moment, could it happen yes or no?

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Dr. Archer: See corrections are, are meant to be neutral, they are neither negative or positive. They're the same affect as teaching because a correction is just teaching it, that is all it is. It's not an evaluation of the student, it is just teaching it again. So this is the kind of neutrality we want. Rebecca what word? Okay, this word is was, everybody in the group what word? Was, excellent and Rebecca one more time? What word? This word is was, say it three times. Was, was, was. This word is was. [LAUGHTER] So no, do you work with behaviorally challenged students? And so you want to be one don't you?

00:44:00

Dr. Archer: Hey and so now if a child did that and the whole purpose would be to get a rise out of me right? What I would immediately do is turn my attention away; I've corrected the answer, she knows what the answer is. She showed me that, then she did that. I would simply turn my energy away, because as long as my energy is flowing there is she going to continually try to see my attention yes or no everyone? And she might be trying to get attention from her peers, and when I know that what I'm gonna do is give my attention to the peers so that you want my attention more than you want hers. So it's a two-pronged thing, removing my attention from her, and giving it to the potential followers so that they do not join her. I had no idea, I thought you were a goodie, goodie.

00:45:00

Dr. Archer: All right. Well, moving right on and thank you very much Rebecca. So and in peck we also would praise children. Now you know, we hear a lot about praise is negative, and that is not necessarily so. If you look at the research on management the teachers that are most likely to have positive behavior in their classroom have a very high rate of positive interactions with children versus negative. One study found at least a four to one ratio, another study of teachers that were value added teachers had seven to one positive interactions to one negative. And that had the best behavior in their class, but we have some very good research to give us guidance on what we should do.

00:46:00

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Dr. Archer: And first of all it is, if we're going to acknowledge someone and praise them it should be contingent, meaning they've done the behavior that would be desirable, and then we honor that with, and praise doesn't have to be words it could be nod, it could be, it could be. I mean there is lots of ways to say good job, and it should be specific. And you all know that, that you don't just say good job because then you have to try to figure out like what was good in that paragraph. And you're thinking oh gosh I used the periods, but the teacher was actually thinking you have a topic sentence and related details. But you have nothing to take forward in the future, so it needs to be specific to what you did. And it should be noteworthy. If I say to high school students, oh good job class excellent job putting your name on your paper today, well actually in some high school classes that is like really noteworthy.

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Dr. Archer: But it doesn't have a feeling of genuine-ness for them, so it really needs to be when they really tip out and do an excellent job. But the one that is highlighted is the one that I think we really need to focus on, and that is the research on the way in which we give praise. If we give praise that focuses on something that is inherent, like as if the kid was born with that quality, that is not helpful to them. Versus focusing on the effort they put in, their movement toward the standard, their movement towards increasing their own behavior. And let me just take a moment to explain the researcher here, because I do think that this is one of the critical things that are emerging.

00:48:01

Dr. Archer: And raise your hand if you perhaps have read the book, Mindset. Okay, make a note of this, this is an excellent book by Carol Dweck. Dweck, Carol Dweck, she was a researcher at Stanford, and I'm gonna just explain this research because, and the book is called Mindset. And it is an excellent read for your staff, right after Explicit Instruction of course, no. now Carol Dweck started her research actually with future Olympians, with elite athletes. And what she noticed as she worked with these elite athletes is that they had what she called different mindsets. That some of the athletes had what she called a fixed mindset, and their belief was that they did well because it was inherent.

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Dr. Archer: It was a talent, and so they felt that they were just born to be a swimmer, a tennis player. And then she had those that she called a growth mindset; and the growth mindset believed that they were good because they were constantly learning, constantly changing, constantly practicing, putting in effort. Okay, and in one speech that I went to when she compared the two she used these athletes, John Mcenroe, the tennis player and Michael Phelps, okay. And so John, you remember as a tennis player, when he was doing well it was fine.

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Dr. Archer: But then when he started having some problems there he felt that he was sort of god's gift to the tennis world, and when he started doing poorly then he did strange things because he believed that he was no longer brilliant tennis player. And so he'd say, well you know, linesman that was your fault, and my opponent is not wearing white and that's the traditional wear, has glasses that are reflective, and has a, and just a whole bunch of excuses for the behavior, putting it on someone else. And a deep belief it was inherent, versus Michael Phelps, which one of the examples that I've seen on video of him is that he had a total belief that yes he had the right body for swimming but a lot of people do. You know, but starting at seven he was in the pool. Three to twelve hours a day, leading up to the first Olympics he was in the pool ten hours a day practicing, he was a total prune.

00:51:00

Dr. Archer: And, but one of the little events was not in this Olympics, but the previous one on his very first gold he came in and they had to keep recalibrating it because it was so close. And he got out and they interviewed him and he said, oh I'm so glad this one came first because I learned something about the pool. That if I come in overhand I will lose, if I come in underhand I will win, but only if I glide in, and so he used to that information. He was constantly learning and realizing how well he did was based on what he learned, and his effort and practice okay. Well she got interested in this, followed it up with CEOs, but then was interested in children. So she brought children into the research headquarters in Stanford, and I'm gonna use the two of you. So you come in and I want to establish in her a fixed mindset. And so I say, you're gonna be doing some puzzles and we found that children that are really smart, really really smart, that they do very well on these puzzles.

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Dr. Archer: And so they do start easier and get a little more difficult, but we've found that, you know, the really smart children that are able to come to us do really well even on the difficult ones. Okay, so what they wanted to get her to think that it is inherent, as if god said, puzzle solver or not. That it was an inherent talent, okay. And so what did they find with this group? Well as the puzzles got more difficult universally the children did fine when they were easy, because that verified sure enough I have that inherent talent I'm smart. But when it started getting difficult they wanted to quit, and they'd say I'm done now. I want to go home, call my mother I'm done. I tipped over the puzzle pieces, I don't want to do anymore. I'm done, now raise your hand if you've ever had a kid like that in your class.

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Dr. Archer: Absolutely okay, takes a paper throws it away okay. And so you're fixed mindset, now you're growth mindset now you come in and I want to establish in your head a growth mindset. So I say to you, so you're gonna be doing some puzzles and they go from easy to difficult. But we have found that when our students keep trying and doing them again and again they can often figure them out, but it often takes a good deal of work to figure them out and a lot of effort. But it is very rewarding to be able to figure them out even though it's gonna take some effort, gonna take some time. So begin. Not one of the kids in the growth mindset wanted to leave early; in fact when time was up they would say, well can I take these home and practice them? Can my mother buy them online, where can I get these puzzles? I know if I had more time I could figure them out. Is that not fascinating?

00:54:01

Dr. Archer: And I believe we have a lot of kids unfortunately in the fixed mindset, with the belief in math that literally god said, mathematician, mathematician, not, not, not. That in terms of writing, writer, writer, not, not, not. As if it was inherent true? That they don't understand that everything that you do well is because you have put in effort, you have put in practice, you have a view. And so if we want to make a difference in terms of students' effort, in terms of the practice they're willing to put in then we have to establish not a fixed mindset, but a what everyone? A growth mindset, and you know, to be honest this goes along with many books that have come out on practice, that we have now many studies that have looked at the myth of talent and the reality of practice.

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Dr. Archer: The myth of talent and the reality of practice, because that is the truth. That we look at anyone who gets to the highest level of performance, and it is not that it was inherent talent. It was because they put in effort, they put in practice, they put in effort; they put in practice. True? Unfortunately our children don't seem to have this idea or Americans don't have this idea that they often think I should get everything and do well everything immediately without the need for effort and practice, and that is not the reality. And so the next study she did was she utilized feedback to children, praise to children to see that this could be established in them. And so that is where we need to use it as teachers, that if you have done very well that I'm not gonna say oh you are just brilliant third grader.

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Dr. Archer: Because that will work as long as she's doing well, but when she does poorly she won't want to put in the effort and practice. But if I also say, I notice that you finished all of these. That's more than you've done in the past and look at the number of correct responses, excellent. That is the kind of feedback that's going to make a

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difference. I am doing feedback in real time and I come to this high school student and I say, I think you're the best writer in the class. Not good, versus if I say, wow you really edited this a number of times didn't you, cause it flows now. and that is the kind of feedback we want, feedback that focuses on the effort you put into it, the practice that you gave it, the movement towards achievement, the movement towards the standards, the improvement of your behavior.

00:57:01

Dr. Archer: That creates the growth mindset. Okay, now raise your hand if you're a parent. Parents, I want you to remember this lesson because it goes way beyond the classroom, and raise your hand if you're a grandparent cause you could be the bigger sinners. [LAUGHTER] And so we just, we have to. I have a little nephew who is Will, and he is a little bit larger for his age. And he is also the oldest in his group, which also makes him possibly a better athlete because he's bigger and he's older. And I went to a game, and the coach came over and was talking to Phil his father, says oh he's just like born to be a baseball. I mean I can't believe anybody that has that much talent at his age. And I went over to that coach and I said, oh this is not good.

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Dr. Archer: Let us face the facts here. When that little Will was born his father and his grandfather were major baseball fans. And he got a little Mariners oneie in the hospital. And he was out tossing balls before he was two; and then going to his cousins' baseball games, and going to all the Mariners games when he was two years old. And then he's practicing batting, and then they make him a private batting cage when he is three. We're not talking inherent talent here, we're talking like practice, and more practice, and more practice. And so this is something that just I mean that coach, he didn't want to hear it from me. Sent him a copy of the book, underlined parts.

00:59:01

Dr. Archer: But I want Will to understand that the reason he's doing well is he putting in the effort, he's putting in the time, he is, that is what brings us to excellence, it's not inherent talent. And we have got to get over this as a nation; because it is killing us cause so many kids say well I can't do that. And they haven't even tried, they haven't even put any effort into it. They haven't, so I think this is a great read because of this one big idea, and it's a really big idea of creating a growth mindset versus a fixed mindset. So maybe you have a learning community that reads books together, and I do recommend this one as a very critical read. If you want the short form, we review that research also in Explicit Instruction, and if you go online and put in Carol Dweck mindset you'll also get some of her interviews where she summarizes it.

01:00:05

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Dr. Archer: So you can get more information on it. Well, I'm gonna skip something just because of time and let's go over to 79.... And so the teachers for engaging elicit responses, they then monitor those responses, and give the students feedback including praise that's focused on their actual achievement, effort and practice. As well as encouragement, as well as corrections, but the last behavior in terms of engaging is the pace that is useful. And I for years have talked about having a perky pace, and when we wrote the book the editor came back and said, you know, Anita perk has other connotations.

01:01:05

Dr. Archer: And you're gonna have to go with brisk, so this is the politically correct word. And so, then you look at the research, and the research shows that those teachers with the perky pace have certain things that they do. And the first one is that they what everyone? They prepare. Every single one of us have taught a lesson at some point where it's what I call, discovery teaching. You are teaching it hoping to discover like what you're teaching, and you don't have to raise your hand or turn to your principal and say god I confess I did that once last year. But it's all happened to us, and it wasn't the best day. When we're prepared and we know what we're going to cover then it makes a difference. But also part of it is having what I refer to as instructional routines. For example, yesterday in that video of the middle school vocabulary, I had a routine that I used to teach the first word.

01:02:08

Dr. Archer: Introduce the word, introduce the meaning, illustrate it with examples, check their understanding, and I did that with the first word, and the second word, and the third word, and the fourth word. And now if I did that would I have more automaticity in my teaching yes or no everyone? Yes, and so thus the pace would be faster. And the big killer of verbosity, or a brisk pace is verbosity. Now it's not that you can't tell a story, but it has to have a point and be short. Sometimes we have teachers who the whole curriculum really is telling their story of their life. And so you don't take algebra, but you take Mr. Smith. Not helpful but using stories to punctuate a point is useful.

01:03:00

But digressions are not, and I don't know why but two or my stories were to do with kayaks. But last year I was in a class and they were doing story problems, and I was on the east coast up in New York. And the actual story problem went like this, there were six double kayaks on the deck, and there were 30 single kayaks, how many people could kayak at one time? Create an equation for this. I thought it was pretty straight forward, and the teacher said, this reminds me. I didn't tell you about the kayak adventure I had last summer. I was in Colorado, they have many rivers, and so it was a

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great opportunity for me to kayak. Now you've seen me out in the bay because I do ocean kayaking, you know, there I have a very long kayak.

01:04:00

Dr. Archer: Single, that allows me to negotiate the waves, but I didn't know this, but the river kayaks are not long they're short. In fact they're rounded, they're not long and graceful at all. And when I was doing that, did you know that they actually rate the rivers from a zero to a ten, ten is if you go on it you die. Zero it's not moving at all, and so we didn't do any tens, but we did do five through eights, not a nine even but five through eights, and you know, I was so surprised because I don't wear any equipment when I go out in the bay. But I had to wear a helmet, and I had to wear a wetsuit, and they don't have any doubles. No you can't be in a double on a river that is that fast, you have to be in a single so you can negotiate yourself. We did tip over once, but I have learned how to get out of the kayak. Kind of difficult, let me show and this went on, now is it possible that some children joined the digression, yes or no everyone?

01:05:01

Dr. Archer: Yes, they're no longer thinking mathematics. They are totally on the Colorado river trip, and so those kind of digressions really are the killers of a perky pace. Praise and avoid verbosity and digressions. Well we are going to now hop over to our handout that is goldenrod. And it is the longer, let me see, that's not true. It's yellow, forgive me, forgive me, yellow, yellow, yellow. That webinar is available so you could hear TS, yeah.

01:06:00

Dr. Archer: Yay, and...and, we're not taking a break now because they're going to put the coffee out a little bit later. But I think you just need to have like a 30 second standup stretch your body, I'm just seeing it. And so if you could do that.... Yay, thank you very much.

01:07:00

Dr. Archer: ...Yay, thank you. So yesterday we started with this actually, looking at the definitions of explicit instruction. And we looked at this diagram, and looking at a continuum of instructional practice from very explicit instruction to discovery. And, ones who were here yesterday I want you to explain this diagram to your partner. Pretend they weren't here, explain it to your partner and go. So you explain it to everyone, good.

01:08:00

Dr. Archer: ...Thank you. Okay, thank you very much.

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01:09:00

Dr. Archer: And so I heard well the time where explicit instruction is really useful is when there is little or no what everyone? Background knowledge, and also when there is a history of what everyone? Difficulty or particularly having had some failure in the past, and so yesterday we used those Apple stories. The first question I was asked as I came in today is, so are you getting a mini? Just because I bought a lot of Apple's products, and absolutely. I wouldn't be without one because then someone will be ahead of me, so but explicit instruction under those circumstances. So this means a lot of times in tier one, the majority of time in tier one in elementary school, but always in tier two and tier three. Well let's look over on systematic and relentless, which is what our rest of our day is dedicated to.

01:10:03

Dr. Archer: So when we look at the research on, what do effective teachers do? Then they're very systematic both in the content that they teach, as well as the design of the lesson. So we're gonna first look at what we know about the content that is given in those classes where the most gain is made. And not surprising that the teacher focuses on absolutely critical content; they constantly focus on what is critical. Strategies that would empower children, big ideas that would empower students, vocabulary that they will hear and see in the future, content that will make a difference. But where this is very visible is in tier two and tier three. That basically if I'm going to accelerate kids' reading that I have to focus on those things that are going to make the most difference.

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Dr. Archer: And it might be advanced decoding skills, it might be building up their fluency, it might be if they have very good decoding and fluency, but still low comprehension, it might be comprehension strategies, but I'm going to focus on what is going to make the most difference. And my philosophy for content for tier two and tier three is this motto, teach the stuff and cut the fluff. Everybody, teach the stuff and cut the fluff. So if the students are getting tier two and tier three they should be in materials that have no fluff. Activities that aren't going to empower them, information that is not going to be of immediate and long term use. Now really good curriculum materials that are designed for tier two and tier three have done that.

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Dr. Archer: They got rid of all of the fluff, but general Ed. programs often have fluff. And so that if I was going to utilize them within tier two or three I have to go through and say not critical, not critical, not critical, not relevant, not critical, not critical. Because the only way we can accelerate students who are behind is to really hone in on absolutely what

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is critical to make that most difference. So, and not surprising that the content particularly in tier two and tier three would be sequenced very carefully for them to obtain. Going from things that are easy to difficult, from high frequency to low frequency, separating things that might confuse them. Like, you would never put [eh and ah ?], introducing it on the same page, unless you would want lots of children in the special Ed. room.

01:13:00

Dr. Archer: You separate them, master one, then introduce the other but probably the most evident characteristic in terms of the content is that the teachers who made more difference were very very careful about breaking down what their, what they're teaching if it's complex to obtainable parts. Now forgive me I used an example here that comes from the common core, but this is not terribly different than the Virginia standards which I read last night. And so raise your hand if there is a fifth grade teacher here. I think we had four of you. Okay, so this is the kind of standards you would have in Virginia too, that by the end of fifth grade they would be able to write a opinion essay. Now, are you able to teach that in one lesson? No, if you said yes you get the remedial night session.

01:14:02

Dr. Archer: No, now that is a very very complex skill, and so in our research, not only did we have to break it down a little, but a lot. Particularly for tier two fifth graders, and so I just showed you what emerged from our study on teaching kids how to write an opinion paper. It was not obtained in one lesson, and the first thing we found, which was somewhat interesting, is that we thought was gonna be hard for your children was getting a plan. Picking their opinion, picking the reasons, picking all the details, but that was not the hardest part. The hardest part was actually transcription, taking their plan and being able to write coherent discourse with transitions. And so we backed way up, and we gave them the plan. Here is the opinion, here is the reason, here is the details, and we modeled how to make that into a coherent paragraph.

01:15:04

Dr. Archer: So all we did initially was the transcription part, and then we did planning of the body of a paper. Here is an issue, what is your opinion? What are your reasons, plan your details, and then transcribe it. And we wrote here one body, two body, three bodies, four, five bodies, six bodies, probably should have been more. And so all we did was write the body of the essay, and then we taught them how to write an introduction. and we taught them that in an introduction you're going to grab the attention of the reader, state your opinion, and preview the reasons. And we also taught the hand signals with it, so everybody let me get back to my little stage here. Put your hands out.

01:16:00

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Dr. Archer: So we taught them to grab the attention, state the opinion, preview the reasons. One more time, grab the attention of the reader, and state the opinion, and preview the reasons. And so we went back and wrote six introductions that went with each of our bodies, cause they needed practice just doing the introduction. Then we did the conclusion where they had to wrap it up. Everybody, wrap it up. And they had to either summarize it, or call for action, or say well if we don't take action what is gonna be the outcome. They wrote a short conclusion, and then finally they were able to do what the standard asked is, given a topic pick a reason, pick your, pick your opinion, pick your reasons, plan it, transcribe the body, add the introduction, add the conclusion. But even in general Ed. is this something we accomplished in one lesson, yes or no?

01:17:02

Dr. Archer: We had to break it down so that the parts were obtainable, and is it possible that we might have to break it down even more if I was teaching it to students who were having difficulty obtaining the skills yes or no? yes okay, so we get an idea of what makes a difference in terms of the content, that we focus on what is, what everyone? Critical, so take fifth grade, should I focus more on fractions or roman numerals? Which one? Fractions, though I will tell you the nuns at, in Indianapolis when I introduced the starting of the school year they thought roman numerals. But it was a small group, and it should be sequenced but most importantly if it's something complex we need to break it down into obtainable parts. Well go over to slide number 11.

01:18:01

Dr. Archer: So one of the groups of studies that we reviewed were on during a lesson what do the teachers who make the most difference consistently do? And it's a rather short list that we know, but we don't always use it as consistently as we need to. And first they had lessons that weren't random, they were what everyone? Organized, and very very focused, so you step in the room and you're observing, and you say oh the fourth grade teacher is teaching kids how to use the meaning of a word using context clues. Oh, that teacher is teaching how to change a fraction into a decimal, it is obvious exactly what is being taught. And the teacher announces it by telling the student the what everyone, the goal. Now I had already one person ask me who said, in my district the superintendent likes us to put up the Virginia standard related to this lesson.

01:19:09

Dr. Archer: And have the kids read it, is that research validated? We did not actually find any study where reading the state standard made a significant difference. Mostly because the standards are not written in student terms, right, and so now if your superintendent says that he or she wants to see it posted, my god if you like employment post it. But you might then want to convey it to the children in terms that

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they'd understand. So maybe I'm in that fifth grade, and this is the standard, and so I post that standard. But right opinion pieces on topics or texts supporting a point of view with reasons and information may not be student friendly.

01:20:00

Dr. Archer: So I might say here is our standard, and we're still working on what kind of writing everyone? Opinion, and today we're gonna continue working on writing really effective introductions where we grab the attention of the reader, state our opinion, and then preview the reasons. One more time hands out there we grab the attention, we state the opinion, we preview the reasons. Is it possible that the students might gain more from that student friendly goal than the standard yes or no? But you know, if you want it you can post it. If someone else wants it, woo post it. The next one is very consistent, they found that the teachers who made more difference had consistent what everyone? Review, at the beginning of a class they would go back and review.

01:21:03

Dr. Archer: Maybe they're going to review what we did yesterday, maybe they're going to review the pre-skills needed for today, maybe they're going to review content that was taught in the past necessary for our lesson today, but there was consistent review. In fact one of the studies that was the longest longitudinal study in elementary math found that the best teachers teaching math spent at least half of their instructional time doing review of critical pre-skills, setting the kids up for success for what would come after it. There is however one big idea on review, and I want yes to get this point because we're not all doing it. And that is review must be interactive, review must be interactive. So just to model this I'm going to take you with me to a social studies class in middle school that I watched.

01:22:06

Dr. Archer: So everybody looking here for a moment. So the teacher starts the class and says, listening. Today we're gonna continue our work on exploring the structure of our federal government, and we're going to add to our information from yesterday on the legislative branch. Let me just review what we covered yesterday on the legislative branch. We learned that there were two parts of the legislative branch, the Senate and the House of Representatives, that work together, well sometimes work together. And they have two joint missions, one mission is to pass laws that will govern our nation, but the other one is to determine how tax revenues will be spent. And we looked at each of these, and we started yesterday with the Senate.

01:23:01

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Dr. Archer: And we said that there were two senators from every state, no matter what their size was, no matter what their population was. So our, we have a small land base in Virginia and we have two senators. Texas even though they have a huge land they only have two, and a state that has a little population like Alaska, they have two senators. But we, with much more population also have two. And they are elected for six years, though currently they can be elected again and again, and some of our senators have been elected almost for eternity. Which I looked at that, and it's true in Virginia. Then we looked at the House of Representatives. And the house we learned that there are representatives totally based on the population of the state. For example, Alaska teeny population, only has one representative, and we have far more and Texas far more than that, California more than that, New York more than that, so it's based on population.

01:24:08

Dr. Archer: And they're elected for two years, that's why it appears that they're always going up for re-election, because woo they're always going up for re-election. Okay, so that is a non-interactive review, it is the most common. Particularly in social studies, science, health, middle school, high school classes, it's definitely the most common in college classes. It's the [blowing noise] review. See the problem is at this moment all we know is that the teacher knows it, right that's it. And the teacher should know it but that's all we know, and is it possible that some students with that kind of non-interactive review might have gone into deep cognitive floating, yes or no everyone? Yes, some of you did.

01:25:02

Dr. Archer: And in a moment you're gonna say, gosh I should have listened. This is what we would want, listening. So we're gonna continue our exploration of the legislative branch, but let's take a moment to review what we covered yesterday. We learned that there were two parts to the legislative branch, and the Senate and the house of, representatives. And together they were called the what? Congress, congress, okay. And when we looked at these we found that they both have basically the same missions, the same jobs. And twos tell your partner, the two major missions of the legislative branch, go.... Okay looking up here.

01:26:00

Dr. Archer: See I already had people saying oh gosh I should have listened. So you said, that one they pass what everyone? Laws, and they also determine how tax monies, revenue will be spent, they determine the federal budget, okay. And we looked at the Senate, and on your table please form the number of senators that would come from each state, form the number on your table. And everybody in the air, show me. and the number is what everyone? Two, form the number of years that they serve. On the

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table, not in the air. And now show me. And how many years everyone? Six. Then we looked at the House of Representatives, and ones tell your partner how the number is determined for the number of representatives from every state, tell your partner and go.

01:27:03

Dr. Archer: Okay, fall silent. And you said, it was based on the state's what everyone? The population, and is adjusted after each major census. So we just had a major census so the number was adjusted, and those people in the House of Representatives serve a number of years, form the number on your table. And show me. Okay, now I want you to talk over with your partners, cause this is really a big idea. A lot of people think review is just going [blowing noise], but it's not. It makes not difference at all, it didn't improve achievement at all. Only interactive review increases achievement, so I want you to take a moment and share with your partner what would be for you the obvious benefits of an interactive versus non-interactive review, sharing it with your partner and go.

01:28:06

Dr. Archer: ...And to rehearse it too, that's right good. That's right. Benefits of interactive. Accountability yes. Rehearsal excellent. Engagement excellent, an opportunity to give feedback....

01:29:00

Dr. Archer: Okay, fall silent. We are going to do whip around or pass, and if you pass put up your hand I'll come back to you and you'll say the best answer. So benefits of interactive versus non-interactive and one idea. It's yours dear. It's yours, so put your hand up and we'll come back to you and, accountability the students are going to be feeling more accountable. And if I do that every day they're gonna know that they have to learn today because it's gonna be reviewed tomorrow, so it does increase their accountability. And, so that I can also give them feedback if they have a misconception because I've asked a question to ascertain that. Engagement, they're gonna be more engaged, more likely to be present and thinking. Rehearsal, they're actually rehearsing the information, which will increase the probability they will retain it. Raise your hand if you had another idea other than those.

01:30:03

Dr. Archer: The benefits of interactive, raise your hands and you'll be the first ones who go to break. Yes, yes. Absolutely, because when they go into cognitive floating it also might end up with management problems excellent. And anybody else? Yes. Absolutely particularly if we do it with something like hand signals, anybody else? Yes, the teacher is, it increases the teacher's accountability. I have to teach it so well that when I review it they'll know it and so it increases teacher accountability. Last idea, yes....

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01:31:00

Dr. Archer: That's right we're bringing them into the present with this cognition, excellent. And of all those ideas which one did you think was the most important? Keeping students focused, excellent. And so there I just modeled whip around or pass, and she just demonstrated the pass so that I could do that thank you very much. So just to review here, we have lessons that are organized and what everyone? Focused, we tell the kids in student friendly terms the goal, and we have interactive review. And not surprising when they looked at the research on most effective teachers they did provide step by step what everyone? Demonstrations, whenever they taught the kids a skill or strategy they provided a demonstration.

01:32:00

Dr. Archer: And the demonstration was followed by guided what everyone? Practice, they're going to lead the students through it, they're going to guide them through it, and they used language that was clear and what everyone? Concise, and you know, probably in all of our teacher training these big ideas were at some point introduced. And it's not that we don't know them, but is it possible that sometimes we don't do them? Is that possible yes or no? And it's just getting down some very effective things that we would do again and again. I have to tell you, I had to give up non-interactive reviews and do in my staff development interactive reviews, so it has reminded me of those practice that we need. Well we also looked at the research studies that were done on lesson planning, and it was so fun because we found articles on the six-step lesson plan.

01:33:03

Dr. Archer: We found ones on the twelve-step lesson plan, but the tipper was the 28-step lesson plan. And I personally wrote to that prof and I said, you know, the elementary teacher has a minimum of six different lessons a day. If they fill in the 28 steps they're gonna miss the carpool in the morning. But there was consistencies, there were definite consistencies and that was that the lesson plans all had a what everyone? An opening and a body, and a closing. Now I want you to put your finger on the one that they found most often in observations studies deleted. So don't say it, but put your finger on it. Is it the opening, the body or the closing? Check your tablemates, all around the table see if they're touching the same one.

01:34:00

Dr. Archer: Okay, and it was the what everyone? The closing, that no matter if it was elementary, middle school and high school, if it was tier one, two or three many of the lessons ended this way. No, everybody put your things away, line up, out of here. See

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that does not qualify as a closing. That we need to stop and have a little closing, and so when they looked at the openings these would be the elements that we would want to see in an opening of a lesson. That first I would gain your what everyone? Your attention. Here is what is interesting, they didn't find that the teacher needed to ring a bell, flip the lights, most teachers give a verbal cue, and the cue differs.

01:35:01

Dr. Archer: In kindergarten I might say, eyes and ears on me. Not good in high school. I might say listening, I might say we're going to begin. But the teacher had a cue that they used. But what was interesting is it wasn't the words, but the way in which it was given that made it powerful. If the teacher embedded that cue in verbosity it had no power. Listening, today we're gonna continue. No power, if it was followed by a little pregnant silence it had power. Listening, today we're going to continue. So just a short pause, now you cannot wait for every child to be attentive. Really literally the school year would be over, and we'd just be sitting there hoping. You just gained the attention of the majority and then pick up the stragglers as you begin teaching.

01:36:01

Dr. Archer: Often with that close proximity and piercing eye contact. And then of course we would have in the opening some, what everyone? Some review of the previous lesson, the pre-skills, the background knowledge needed, but the, no matter what subject it was the review must be what everyone? Interactive, the review must be what everyone? Interactive. And then we would have a preview where we would state the what everyone? The goal, and we might also suggest the activities that we're going to do. So this can be a routine that we do, I gain your attention, I do interactive review, I tell you the goal of the lesson. Now does the, is there rigidity in this, no. the order could be altered. I mean you do have to gain their attention first, but many times you will say today we're going to work on but first let's review.

01:37:02

Dr. Archer: And so often times you do introduce change the order of those two. And the closing, in the closing we might go back again and do a very short what everyone? Review, and it doesn't have to be long, and it's gonna focus on the most critical concept, the most critical strategy that we use today. But often times in that concise form students often get it, so that it is very useful to have like a few minutes dedicated to review at the end. But it also has to be what everyone? Interactive, and children like to know what we're doing tomorrow. They like to know we have like at least a plan for tomorrow; they do not need to see the six-month pacing guide. That's not necessary, but just having an idea of how we're going to extend this tomorrow.

01:38:01

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Dr. Archer: And if we are going to give them independent work or assignments we would also do that in the close. I'm telling you in our research study in New York in middle school, the hardest thing that we had to do after getting teachers to have lots of responses and constantly monitor, those were our first goals. And the monitoring was difficult, but one of the most difficult things was getting them to stop and have a little time at the end for a what everyone? A closing. And so finally we had some teachers who never got it, so we went into their class and said, high you're in third period social studies aren't you? And you sit right in the front, excellent, and so five minutes before the bell rings you're going to stand up, show me how you do that. And you're gonna keep standing until the teacher actually begins a closing, and so it was like a big hint, and everybody knew why she's standing.

01:39:02

Dr. Archer: And the teacher would finally say okay, and give a closing, and then you could like sit. So we have an idea of the opening and the closing, what differs the most actually in our lessons is the body. Cause we have teachers here who teach science, we have teachers who teach social studies, we have reading teachers, we have math teachers, we have interventionists, the body differs a great deal. But after we take a break we're gonna come back and look at the body of the lesson, and so you have 15 minutes. Watch the clock, and I'll see you in 15 minutes and enjoy.... [Tape ends]