



Seat Time Matters!
The Use of Explicit Instruction After the Pandemic to Accelerate Learning for Student Subgroups

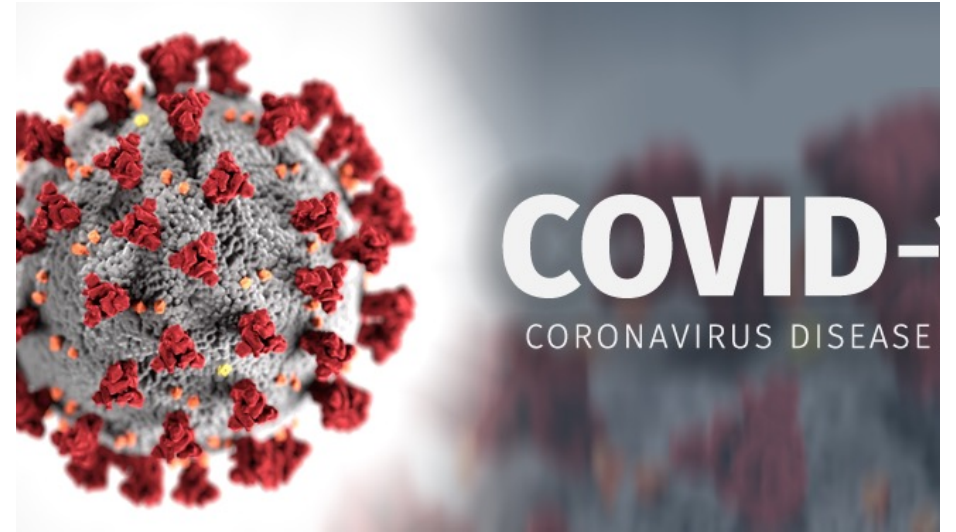
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Learning Objectives

1. As students return to brick and mortar, the academic, behavioral, and social emotional impacts of the extended school closures as a result of COVID-19 will become increasingly evident, specifically with students that were already identified as at-risk, learning English as a second language, or have a disability.
2. The term, known as the COVID-19 Slide, will be a focus of school stakeholders and how to address the slide will be a priority.
3. **Today we will learn** how adopting ACCELERATION as an approach instead of Remediation will move students forward on grade level and set them up for success with just-in-time training on required foundational skills.
4. **Today we will learn** that ACCELERATION can only be accomplished by implementing the 8 components of an Explicit Lesson into your daily lesson plans.



Social Media

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A graphic design featuring a central yellow rounded rectangle with the word "RAFFLE" in white, outlined letters. The background consists of red and white diagonal stripes.

RAFFLE



Learning Acceleration, Not Remediation, for a Fantastic School Year

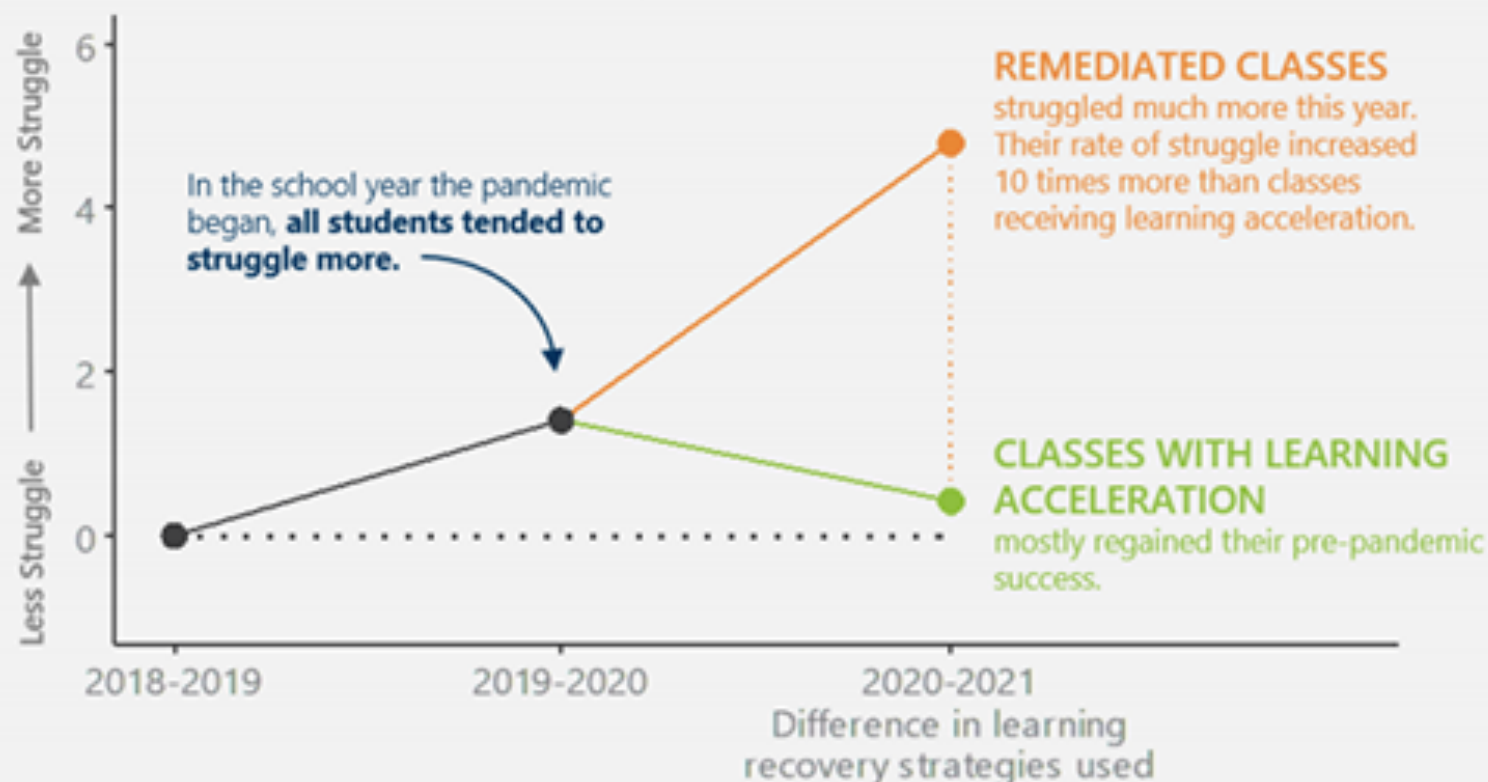
- What accelerating learning is *not*: Feeding students the same curriculum and pressing 2x playback speed on their brains.
- Neither is it simply extra learning time, perhaps with an after-school tutor, to catch up on knowledge gaps.
- **Learning acceleration is an approach that gives students laser-focused instruction on the specific skills and content that they need in order to learn the new grade-level material at hand.**
- We accelerate learning by moving students forward on grade level and setting them up for success with just-in-time training on required foundational skills.
 - Race car drivers only pull over when they need fuel or tires replaced. Imagine how silly it would be to have them restart the race instead!
 - Go get your car!

FIGURE 1 | Effectiveness of Learning Acceleration vs. Remediation

Classes receiving learning acceleration struggled less this year...

... And made it farther in this year's grade-level curriculum.

Typical change since 2019 in total number repeated struggle alerts per grade-level lesson, in a class of 20 students



Classes receiving learning acceleration completed

27%

more grade-level lessons than remediated classrooms.

SOURCE: N = 27,926 students / 3,742 classrooms for the remediated group. N = 22,713 students / 2,337 classrooms for the learning acceleration group. Zearn data drawn from 3rd, 4th, and 5th grade classrooms in school grades that missed the final set of lessons of previous school year with sufficient student activity and 3+ years of continuous data.

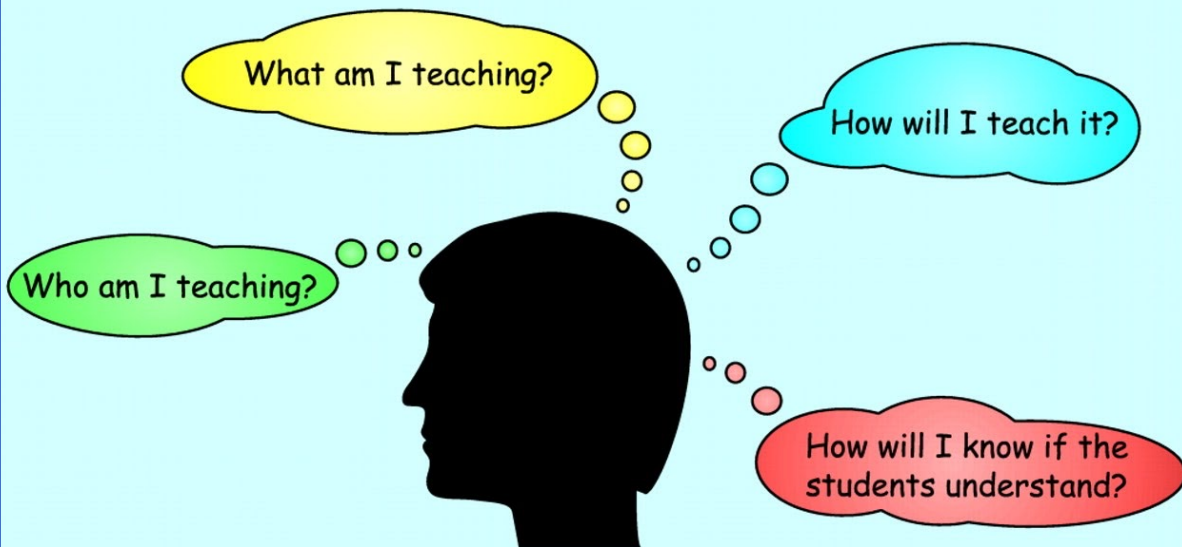
FIGURE 1.1. Acceleration and Remediation: A Comparison

	Acceleration	Remediation
Self-efficacy	<ul style="list-style-type: none"> • Self-confidence and engagement increase. • Academic progress is evident. 	<ul style="list-style-type: none"> • Students perceive they're in the "slow class," and self-confidence and engagement decrease. • Backward movement leads to a sense of futility and lack of progress.
Basic skills	<ul style="list-style-type: none"> • Skills are hand-picked just in time for new concepts. • Students apply skills immediately. 	<ul style="list-style-type: none"> • Instruction attempts to reteach every missing skill. • Skills are taught in isolation and not applied to current learning.
Prior knowledge	<ul style="list-style-type: none"> • Key prior knowledge is provided ahead of time, enabling students to connect to new information. 	<ul style="list-style-type: none"> • Typically does not introduce prior knowledge that connects to new learning.
Relevance	<ul style="list-style-type: none"> • Treats relevance as critical component to student motivation and memory. 	<ul style="list-style-type: none"> • Relevance is not seen as a priority.
Connection to core class	<ul style="list-style-type: none"> • Instruction is connected to core class; ongoing collaboration is emphasized. 	<ul style="list-style-type: none"> • Instruction is typically isolated from core class.
Pacing and direction	<ul style="list-style-type: none"> • Active, fast-paced, hands-on. • Forward movement; goal is for students to learn on time with peers. 	<ul style="list-style-type: none"> • Passive, with focus on worksheets or basic software programs. • Backward movement; goal is for students to "catch up" to peers.



The Importance of Good Lesson Planning

- Lesson planning is a significant element of teaching-learning system.
- A lesson plan is a step-by-step guide that provides a structure for an essential learning.
- Before planning a lesson, it is essential to classify the learning outcomes for the class.
- It is important because it helps the teacher in maintaining a standard teaching pattern and does not let the class deviate from the topic.
- Pre-planning helps the teacher to be better equipped in answering questions asked by the students during the lecture.
- An effective lesson plan has three basic components:
 - aims and objectives of the course,
 - teaching and learning activities and,
 - assessments to check student understanding of the topic.



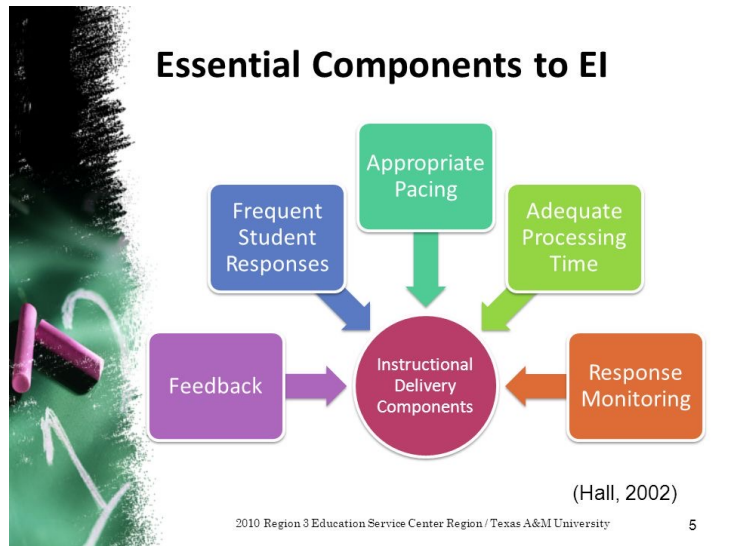
Explicit Instruction – KWL Chart

- A KWL chart is a graphical organizer designed to help in learning.
- The letters KWL stand for what students already know, want to know, and ultimately learn in that lesson.
- This type of procedure helps teachers become more responsive to students learning.
 - Elicits students' prior knowledge of the topic of the text.
 - Sets a purpose for reading.
 - Helps students to monitor their comprehension.
- Current Term: **Know, Wonder, Learned Chart**
- **Please complete K and W.**

Topic: _____		Name: _____	
K What I Know	W What I Wonder	L What I Learned	

Explicit Instruction

- Active engagement and participation
- Brisk or perky pace in instruction
- Use of gradual release of responsibility
- Frequent checks of understanding
- Student uses the four language modalities of speaking, writing, reading, and listening
- Activities that help practice the new learning
- In short, Explicit Instruction involves teaching a specific concept or procedure in a highly structured and carefully sequenced manner.



“Teachers engage students through modeling and demonstration, guided practice as a whole group as well as in smaller groups, and independent practice. The pacing should maintain the students’ interest by being brisk, but not so fast as to leave students behind. In order to accomplish this, frequent checks for understanding are utilized.” (Herrmann, 2020)

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RAFFLE



8 Components of an Explicit Lesson

1. State your objective
2. Activate prior knowledge
3. Concept development
4. Skill development
5. Lesson importance
6. Guided practice
7. Lesson closure
8. Independent practice

Riccomini,
Romano, &
Huhes, 2017

Hughes,
Riccomini, &
Morris, 2018



#1 – State Your Objective

- HOW? A straightforward statement is all that is needed.
 - Elementary: *“Today we will categorize types of animals into the correct classes using a graphic organizer after reading an article on animal traits.”*
 - Middle: *“Today we will use context clues to increase vocabulary and gain deeper understanding of Chapter 5 of the book we are reading, Wonder.”*
 - High: *“Today we will learn the Pythagorean Theorem, and we will be able to correctly solve 10 geometry problems using the theorem.”*
- WHY?
- The philosopher Seneca once said, *“If one does not know to which port one is sailing, no wind is favorable.”* When you know where you are headed, you can more easily get there.
- Well-defined and articulated learning objectives are important because they:
 - provide students with a clear purpose to focus their learning efforts
 - direct teacher’s choice of instructional activities
 - guides teacher assessment strategies.

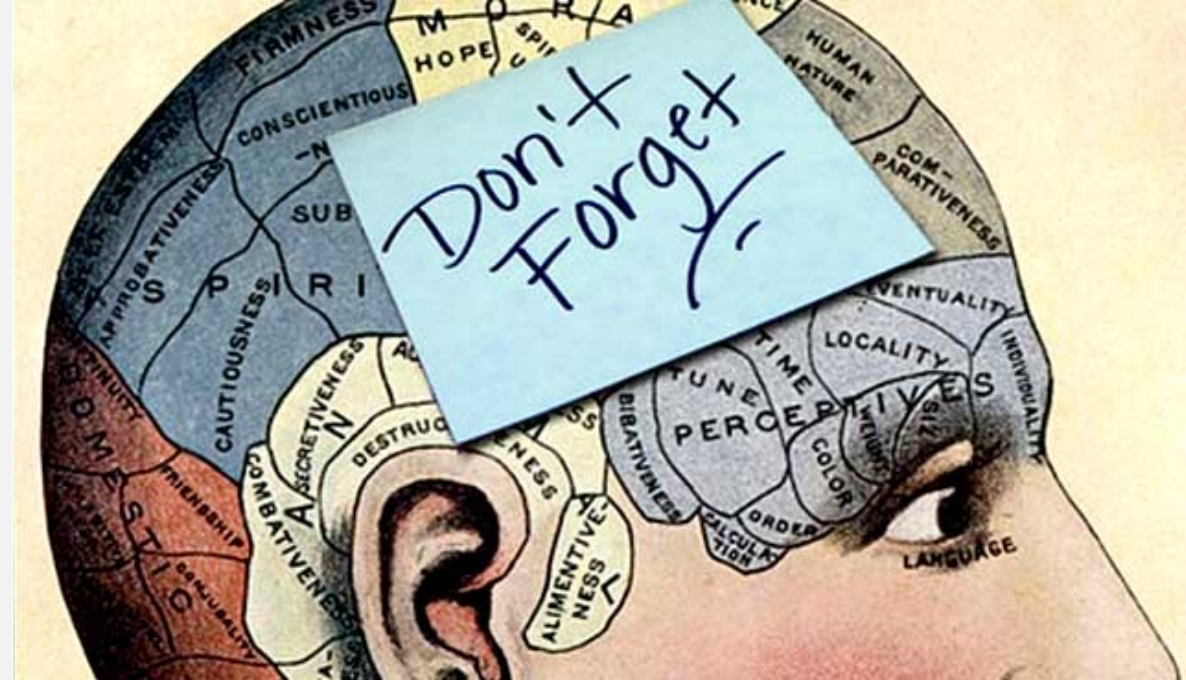
1) Annotate Lesson Plan

2) Fill in 1st Mind Map Branch





#2 – Activate Prior Knowledge



- Activating prior knowledge means both eliciting from students what they already know and building initial knowledge that they need in order to access upcoming content.
- Students learn better when they first access what they already know—and this plays a big role in improving ELLs’ academic literacy (Ferlazzo & Sipnieski, 2016).
- Brain research from Carnegie Mellon psychologists confirm that it’s easier to learn something new when it is attached to something students already know (2015).
- Activating prior knowledge is a critical step in the learning process and a major factor in reading comprehension (Spies & Donley, 1998)
- ELLs finds that activating and building prior knowledge plays a big role in improving their academic literacy (Short & Echevarria, 1998).

Strategies to Activate Prior Knowledge

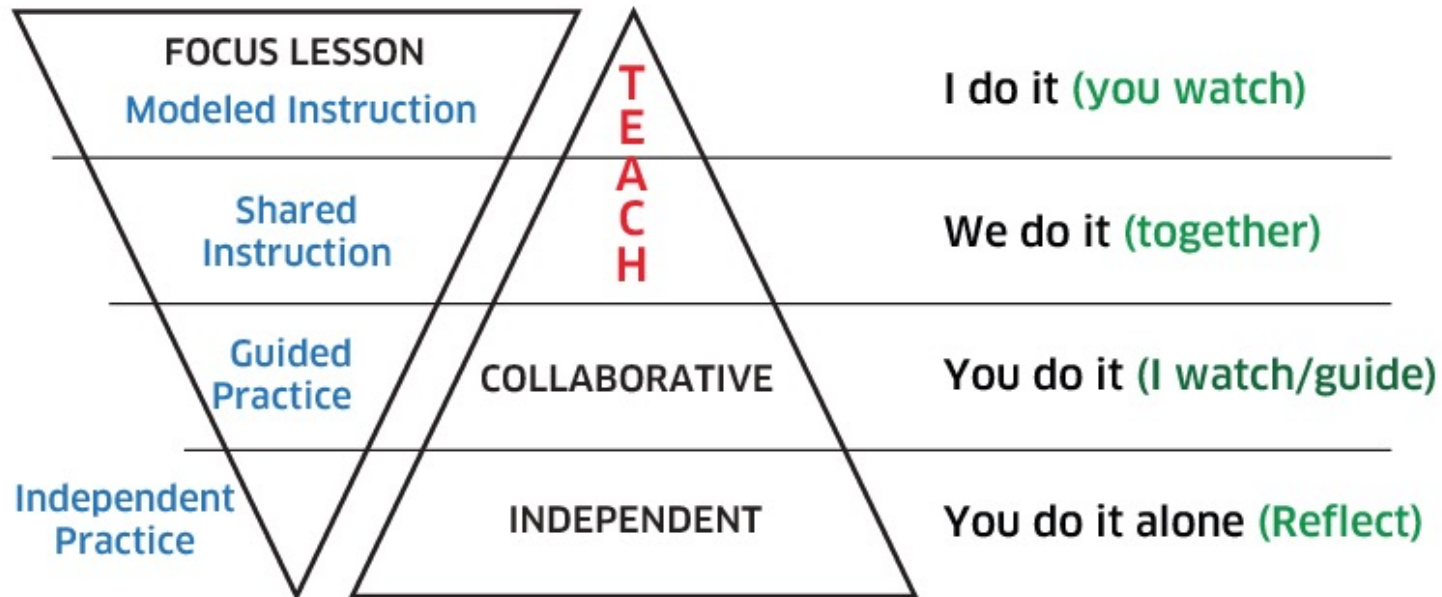
- *“Before you learn how to... I want to see if you remember... I am giving you some ... to look at. You are to decide ...”*
- K-W-L Charts
- LEARN strategy:
 - List what you know
 - Explore what you want to know
 - Access information
 - Reflect on what you are learning
 - Now make connections
- ABC Brainstorming
- Class Brainstorm Web
- Image Brainstorm
 - Project an image or a picture, student tells you everything they know
- Have students share an experience related to the topic with a partner.
- Relate a story that might be in their culture, such as Cinderella is in many different cultures.
 - Picture books

1) Annotate Lesson Plan

2) Fill in 2nd Mind Map Branch

The Gradual Release Model

TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

Figure 1: The Gradual Release Model

“I Do, We Do, You Do”

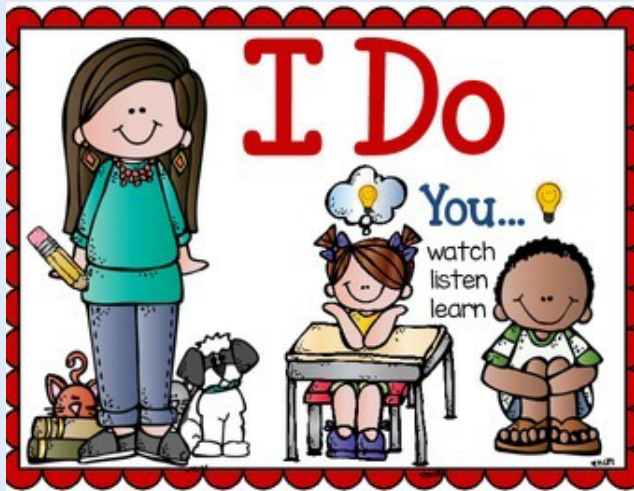
#3 – Concept Development

#4 – Skill Development

#6 – Guided Practice

“I Do”

#3 – Concept Development



- The Gradual Release of Responsibility (also known as “I Do, We Do, You Do”) is a teaching strategy that includes demonstration, prompt, and practice.
- At the beginning of a lesson or when new material is being introduced, the teacher has a prominent role in the delivery of the content.
- I Do- In the first step the teacher models the appropriate way of performing the skills included in the new concept being taught.
- This sets the tone for the lesson in several ways.
- Since the students are to have their pencils down while the teacher is showing them what to do, it prevents those students who think they know the correct way of doing what's being taught ahead of time.
 - It helps those students who need extra time to process and understand the concept.
 - It levels the playing field.
 - No one is moving ahead.
 - All students are just listening and watching the process being modeled to them (McCoy, 2011).

1) Annotate Lesson Plan

2) Fill in 3rd Mind Map Branch

“We Do”

#4 – Skill Development

- As the student acquires the new information and skills, the responsibility of learning shifts from teacher-directed instruction to student processing activities.
- We Do- After the teacher models the correct way to understand or perform the new concept being taught, they partner with the students and work through some examples together (partner with teacher or classmates).
- This allows for a deeper level of learning to develop.
- Students are able to do more than just listen.
- This step allows a teacher to guide and encourage students through the process being taught without leaving them to conquer the “beast” of the new material they are learning alone.
- This helps build confidence for the ELs and SWDs (McCoy, 2011).

- 1) *Annotate Lesson Plan*
- 2) *Fill in 4th Mind Map Branch*



#5 – Lesson Importance

- **REAL WORLD APPLICATION**
- Establishing a clear purpose for learning content serves as a priming mechanism for new learning and results in increased student understanding of the content (Gagné & Briggs, 1974; Hunter, 1976; Mager, 1962).
- Simply put, when students understand the purpose of a lesson, they learn more (Fraser, Walberg, Welch, & Hattie, 1987).

1) Annotate Lesson Plan

2) Fill in 5th Mind Map Branch

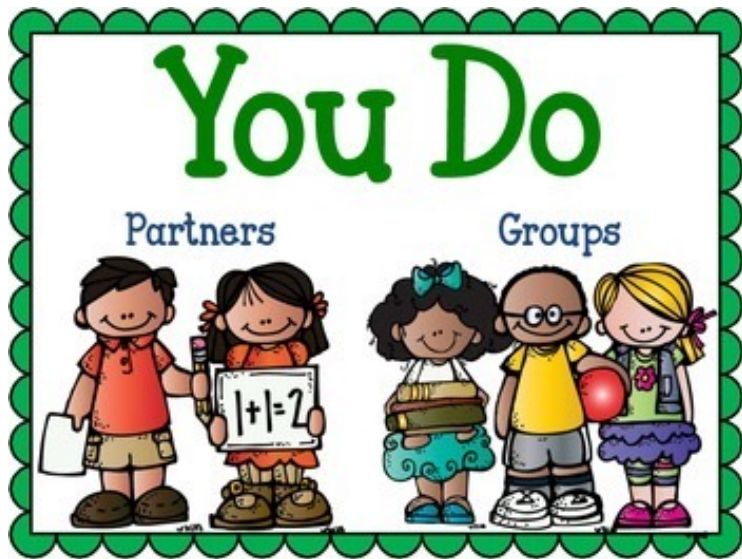
**Great
minds
have
purpose,
little
minds
have
wishes.**

Washington Irving

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“You Do”

#6 – Guided Practice



- “You Do” – The students rely more on themselves and less on the teacher to complete the learning task (Levy, 2007).
- “You Do” - This step is where students demonstrate their initial level of understanding of the new concept being taught through independent practice.

- 1) *Annotate Lesson Plan*
- 2) *Fill in 6th Mind Map Branch*

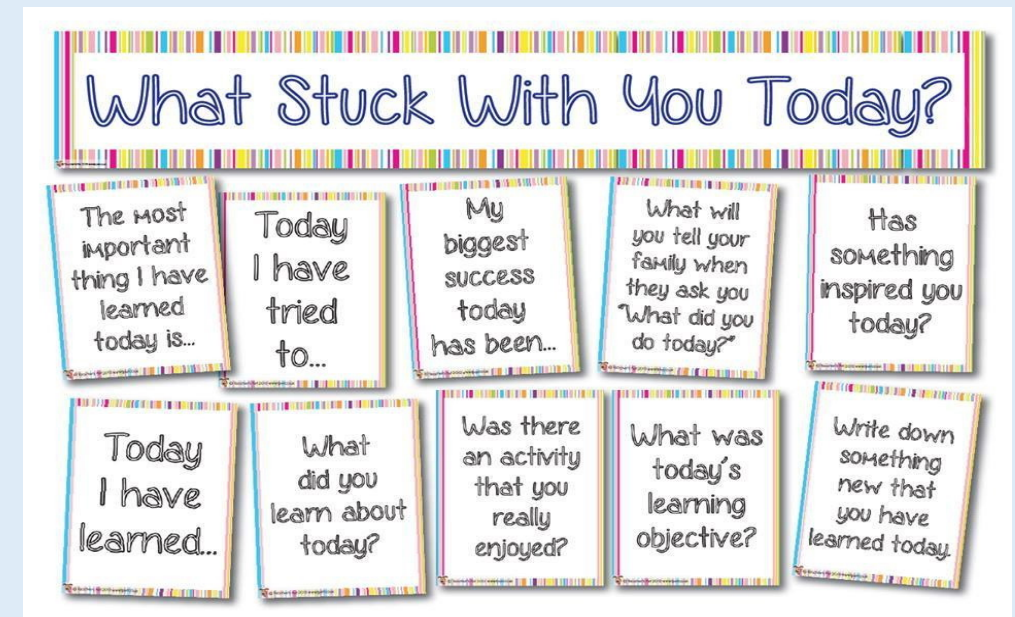
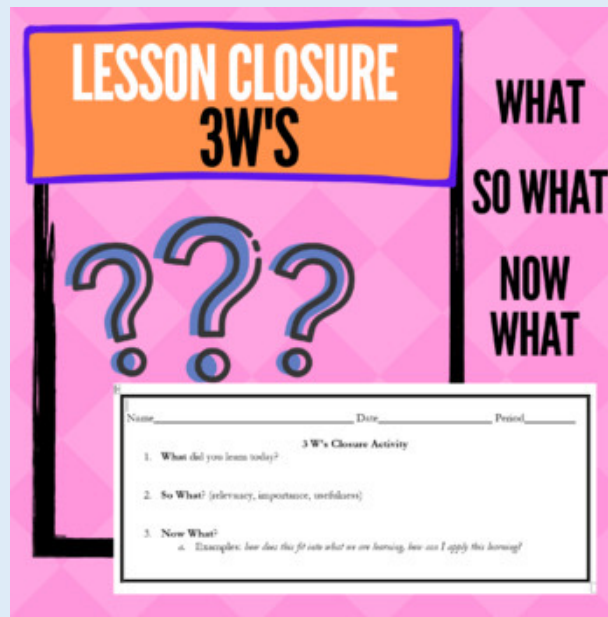
A red octagonal stop sign with a white border. The word "STOP" is written in large, white, bold, sans-serif capital letters across the center of the sign.

STOP

A graphic design featuring a central yellow rounded rectangle with the word "RAFFLE" in white, outlined letters. The background consists of red and white diagonal stripes.

RAFFLE

#7 – Lesson Closure



- When students demonstrate a high level of accuracy (e.g., 90 to 95%) during the check step or when the time allotted for the lesson is at an end, the close provides a quick way to “wrap things up.” A typical close has three parts: Review, Preview, and Assign Independent Practice.
- Review
 - A quick review of content covered during the lesson is provided, usually by asking students questions.
- Preview
 - Following the review, the teacher tells students what will be covered in the next lesson. For example, “Tomorrow we will continue working on ...” or “Tomorrow, I will check your homework to see if you ..., and if you did, we will move on to learning how to ...”

- 1) Annotate Lesson Plan
- 2) Fill in 7th Mind Map Branch

#8 – Independent Practice

- Summative Assessment Opportunity
- As students move toward mastery, they assume more cognitive responsibility for their learning. In short, students work with little to no assistance.
- IP ensures that students have a chance to reinforce skills and synthesize their newly acquired knowledge by completing a task or series of tasks on their own and away from the teacher's direct guidance.
- During this part of the lesson, students may need some support from the teacher, **but it is important to empower students to try to work through problems independently** before providing assistance to point them in the right direction on the task at hand.

Daily
Class Work



Homework



(CFUs)

Checking for understanding

is an important step in the teaching and learning process.

In fact, checking for understanding is part of a formative assessment system in which teachers identify learning goals, provide students feedback, and then plan instruction based on students' errors and misconceptions

(Fisher & Frey, 2014).

- 1) *Annotate Lesson Plan*
- 2) *Fill in 8th Mind Map Branch*

REMEMBER

What happened when...?
What is a...?
How many...?
Describe...?
Can you name...?
Where was...?

UNDERSTAND

Sum up in your own words...
Which parts are facts?
Give an example of...?
What was the main idea?
Draw a story map...
Explain what happened...
Which part supports this idea?

APPLY

What would it change if...?
How would you use...?
How does this part make you want to read on...?
Which kind of language choices/author tricks have been used here?
How is this different from another part of the story or a similar book?

Read more deeply

I get it!

I kinda get it!

I don't get it.

I understand everything!

I need a little help.

I need a lot of help.



I can tell you what I learned.

I still have a few questions.

I still have a lot of questions.

3-2-1 Scoring

Description:

Students communicate their level of understanding to teacher using their fingers. 3-2-1 Scoring Scale A posted scale that can be used either as a quick check with hand or a numerical value for students to self-assess on a written assignment.

Name _____

What I'm picturing



After today's lesson, what are you visualizing? Draw what you are picturing in the picture frame to the left. Make sure your image is clear.



Remember: ALWAYS PROVIDE ACCOMMODATIONS

Presentation

(Changes the way information is presented)

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos, and digital media instead of reading print versions
- Work with fewer items per page or line
- Work with text in a larger print size
- Have a “designated reader” — someone who reads test questions aloud to students
- Hear instructions spoken aloud
- Record a lesson, instead of taking notes
- Get class notes from another student
- See an outline of a lesson
- Use visual presentations of verbal material, such as word webs
- Get a written list of instructions

Response

(Changes the way students complete assignments or tests)

- Give responses in a form (spoken or written) that’s easier for them
- Dictate answers to a scribe who writes or types
- Capture responses on an audio recorder
- Use a spelling dictionary or digital spellchecker
- Use a word processor to type notes or give answers in class
- Use a calculator or table of “math facts”

Remember:
ALWAYS PROVIDE ACCOMMODATIONS

Setting

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where they learn best (for example, near the teacher)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)

Timing

- Take more time to complete a task or a test
- Have extra time to process spoken information and directions
- Take frequent breaks, such as after completing a worksheet

Remember:
ALWAYS PROVIDE ACCOMMODATIONS

Scheduling

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization

- Use an alarm to help with time management
- Mark texts with a highlighter
- Use a planner or organizer to help coordinate assignments
- Receive study skills instruction



8 Components of an Explicit Lesson

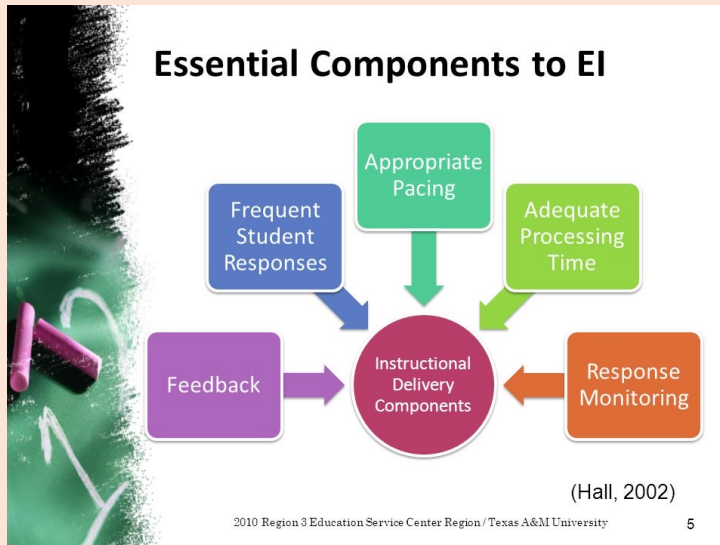
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Teacher

(N) TEE-CHER: A MULTI-TASKING EDUCATIONAL ROCKSTAR WHO LIVES TO INSPIRE AND LOVES TO ENCOURAGE. THEY'RE KIND OF A BIG DEAL.

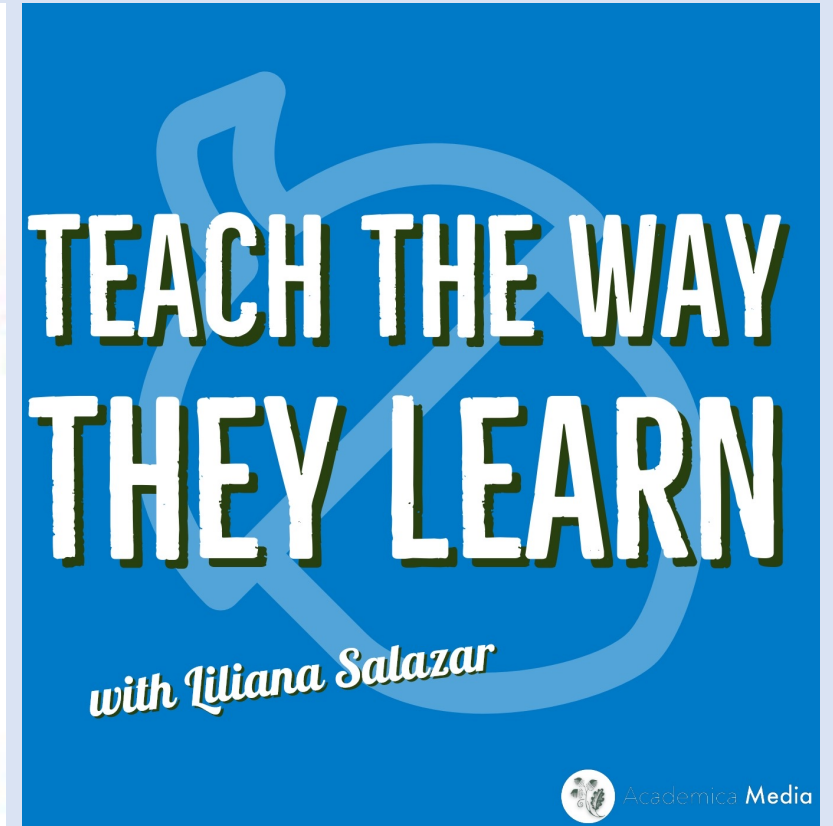
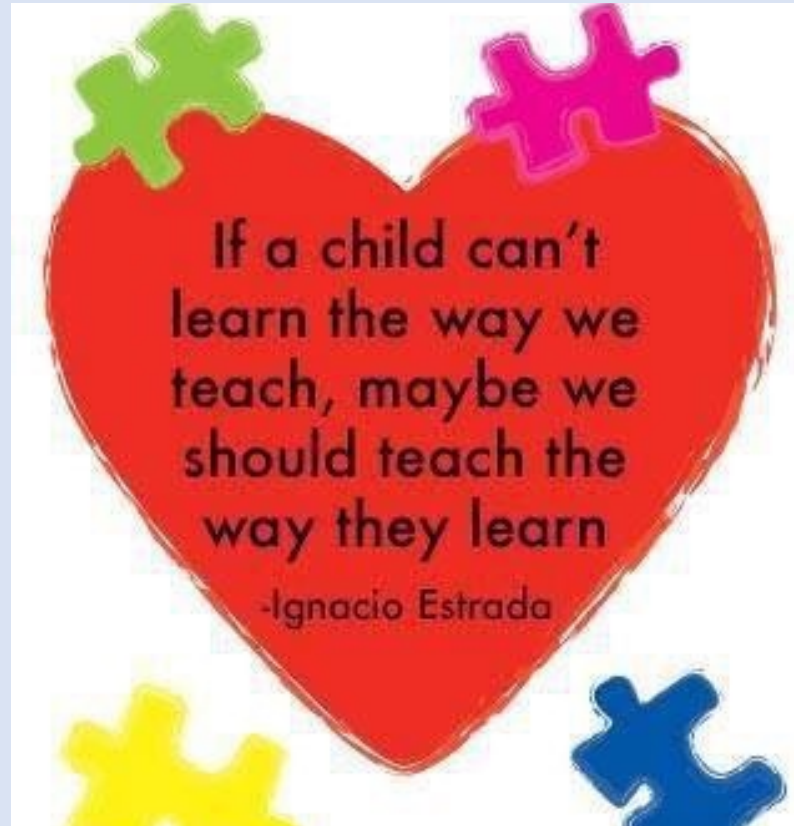
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It's the
teacher that
makes the
difference, not
the classroom.



Michael Morpurgo

You Matter



<https://www.academicamedia.com/podcast/teach-the-way-they-learn/>

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