Explicit Instruction Behaviors Look Fors

What is Explicit Instruction?

Explicit instruction is a structured, systematic, and effective methodology for teaching academic skills. It is called "explicit" because it is an unambiguous and direct approach to teaching that includes both instructional design and delivery procedures. Explicit instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations, and supported practice with feedback until independent mastery has been achieved. (Archer & Hughes, 2011)

The **CTAE Delivery Model** in middle and high schools consists of three (3) integral parts: explicit instruction and laboratories (real-world simulations), Career, Technical Student Organizations (CTSO) participation, and career awareness activities.

Direct Explanation

- Teachers recognize the complexities inherent in the various skills or trades, empathize with struggling learners, and make time for planning and providing effective task analysis
- Explicit vocabulary instruction (use of business or industry jargon)
- Academic discourse with Tier 2 and 3 words
- Instruction of multiple meanings of words as used in context and across business/industry
- Instruction focused on helping students create a memory cue to connect prior and new knowledge attained

Teacher Behaviors	Student Behaviors	Misconceptions
• Provides purposeful explanation of the lesson objective(s)/learning target(s), the overall significance of the lesson, and the assessment tool(s) that will be used to measure learning • Pre-teaches pertinent vocabulary • Helps students activate prior knowledge or builds background knowledge • **Teaches lessons that are project-based grounded in business/industry trends 60% of the time** • **Appropriately addresses curriculum and business standards while integrating key content elements (includes lab settings that reflects business and industry)**	• Takes notes • Listens actively • Repeats learning targets • Pronounces pertinent vocabulary • Asks (clarifying) questions • **Engages in authentic learning**	• Students are completely silent • "Hook" or "Warm-Up" are a part of Direct Explanation (DE) • DE only takes place at the beginning of the lesson • DE is a review of the day's agenda • **Students should easily be able to activate prior knowledge because they have taken a CTAE class for consecutive years for pathway completion**

Modeling

Teacher Behaviors	Student Behaviors	Misconceptions
• Demonstrates vocabulary, skills, strategies, or concepts using metacognitive strategies like think-alouds • Conducts demonstrations to help explain what students need to learn and to do • Uses the language of the standards • Scaffolds skills and knowledge as needed • **Demonstrates an accurate, deep and current knowledge of the subject matter and industry** • **Reinforces learning goals or performance milestones throughout the lesson**	• Takes notes • Observes • Listens actively • Asks (clarifying) questions • Answer questions if they are posed by teacher • **Ability to demonstrate a return performance based on task**	• Students are completely silent • Modeling only takes place at the beginning of the lesson • Teachers only demonstrate without sharing thought process • Modeling only involves step-by-step instructions • **Only a teacher should demonstrate versus the use of content appropriate and timely business/industry simulations**

Guided Practice

Teacher Behaviors	Student Behaviors	Misconceptions
• Provides guided and supported practice • Requires frequent responses • Monitors student performance closely; checks for understanding • Reinforces the skill, strategy, vocabulary, or concept that was just modeled	• Takes notes • Asks questions • Makes corrections • Collaborates with peers to practice skills • Works independently to practice skills	• Active monitoring is not required • Only student-centered activities • There is not an opportunity for assessment • Teachers monitor without providing feedback—corrective feedback and/or verifying responses

• Listens for accurate use to the key vocabulary and explanations of the standard/concept • Provides immediate **Corrective Feedback** and/or **Verification** of accurate responses • **Recognizes patterns in student learning, making inferences about the situation, and promptly adjusting the materials, learning** • **Uses multiple levels of questioning to stimulate student thinking and monitor student-learning activates, and assessment techniques to maximize student learning**	• **Uses higher-order thinking skills and task analysis using the language of the standard/business or industry** • **Collaboratively works with peers using business/industry and academic discourse**	• Time to monitor if students are simply on task • Teachers cannot cycle back to modeling if needed • **Teacher does not need to model self-directed and self-initiated learning**
Independent Practice		
Teacher Behaviors	**Student Behaviors**	**Misconceptions**
• Allows **students to practice independently** the skill, strategy, vocabulary or concept that was just practiced • Circulates to monitor student proficiency and mastery • Checks for understanding and "transfer of learning"	• Practices skill, strategy, vocabulary, or concept just practiced independently or in groups • Asks questions • Thinks critically • **Engages in active learning making predictions, asking questions and collaborating with peers** • **Evidence of independent learning by recognizing patterns learning, making inferences about the situation, and promptly adjusting to maximize opportunities for mastery (includes purposeful groupings, stations, and differentiated instruction)**	• Students can't work collaboratively • The teacher doesn't provide students with feedback • Independent practice requires that students simply replicate what has been taught • Small group instruction isn't allowed • **Teacher doesn't ensure the attainment of a technical skill is mastered**
Reflection and Assessment		
Teacher Behaviors	**Student Behaviors**	**Misconceptions**
• Does a **final assessment** of students' mastery of the standard(s) and learning targets • Has students reflect on their learning • Gathers additional insight for next lesson • **Taught students how to self-assess and to use metacognitive strategies in support of lifelong learning** • **Provides a learning process and outcomes that have authentic bearing on students' pathway and well-being** • **Provides remediation, enrichment, and acceleration**	• Apply understanding of skill, strategy, vocabulary, or concept just practiced • Shares any misunderstandings or additional assistance needed with the day's standard/concept • **Self-assesses and to use metacognitive strategies in support of lifelong learning**	• Students apply skills regardless of whether or not mastery has been demonstrated • Requires some form of test • Always summative • **Only occurs at the end**