Introduction to Intensive Intervention
Module 8 Workbook

Explicit Instruction
Evaluating use of explicit instruction to support students' academic needs

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Activity Checklist

The purpose of this Activity Workbook is to help organize content for this Module. There are some activities that you will do on your own to help you engage with and think about the content. You will not be required to submit your responses for those activities. There are other activities, however, that you will submit online and apply in your classroom. The activities that you must submit before completing this Module are listed in the "Online" column below.

Section	Assignment	Complete in Workbook	Complete Online	Complete with Coach
Intro	Video		❑ Watch Module 8 Intro Video Presentation	
Part 1	Video		❑ Watch Module 8 Part 1 Video Presentation	
	Activity 8.1	❑ Evaluate a Lesson: *Apply your Knowledge*		
	Activity 8.2		❑ Journal Entry for Classroom Application: *Prepare your Lesson*	
	Activity 8.3			❑ Classroom Application: *Module 8 Part 1*
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Part 2	Video		❑ Watch Module 8 Part 2 Video Presentation	
	Activity 8.5	❑ Evaluate a Lesson: *Apply your Knowledge*		
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	Activity 8.8		❑ Self-Reflection: *Module 8 Part 2*	
Part 3	Video		❑ Watch Module 8 Part 3 Video Presentation	
	Activity 8.9		❑ Self-Reflection: *Apply your Knowledge*	
	Activity 8.10		❑ Journal Entry for Classroom Application: *Prepare your Lesson*	

	Activity 8.11			❑ Classroom Application: *Module 8 Part 3*
Closing	Video		❑ Watch Module 8 Closing Video Presentation	
	Activity 8.13	❑ Stop & Jot: *Apply your Knowledge*		
	Activity 8.14	❑ Stop & Jot: *Solidify your Understanding*		
	Activity 8.15	❑ Stop & Jot: *Solidify your Understanding*		
	Activity 8.16		❑ Discussion Board Post: *Module 8*	

Completion Timeline

Week 1	Week 2	Week 3
Start Module	Continue Module	Complete Module

Module 8 Guided Notes & Activities

Objectives

By the end of this module, you should be able to:

- Identify evidence of explicit instruction
- Evaluate effective use of explicit instruction
- Reflect on your own use of explicit instruction

Introduction

Master Checklist

Explicit Instruction

The methods used to **create objectives** should:
- ❑ Select a goal from IEP or standards
- ❑ Choose an objective that is the next step toward the goal
- ❑ Limit the objective to one singular next step toward the goal
- ❑ Describe a learning outcome in behavioral terms that assess mastery of objective

The methods used to **provide modeling** should:
- ❑ Give clear explanations
- ❑ Model multiple planned examples
- ❑ Use supporting practices

The methods used to **provide practice** should:
- ❑ Provide guided practice
- ❑ Provide independent practice

Supporting Practices

The methods used to **elicit a response** should:
- ❑ Maintain or check accuracy of processing
- ❑ Match the learning outcome
- ❑ Match the students' abilities
- ❑ Match the desired response format
- ❑ Maximize student involvement

The methods used to **provide feedback** should be:
- ❑ Immediate: delivered as soon as possible
- ❑ Specific: tied directly to students' actions

The methods used to **maintain a brisk pace** should:
- ❑ Move on when students are ready
- ❑ Use the supporting practices

Why is it important to identify elements of explicit instruction?

- If students do not _____, and you _____ the problem relates to the _____ of explicit instruction… how do you know what type of explicit instruction _____ to make?

Checklist

The methods used to **create objectives** should:

Choose objectives based on student performance relative to goals.

❑ Select a goal from IEP or standards
❑ Choose an objective that is the next step toward the goal

Write focused objectives that describe the specific learning outcome.

❑ Limit the objective to one singular next step toward the goal
❑ Describe a learning outcome in behavioral terms that assesses mastery of the objective

The methods used to **provide modeling** should:

❑ Give clear explanations
  • Match the explanation to the learning outcome
  • Design the explanation so that it is correct, clear and concise
  • Use the explanation consistently
❑ Model multiple planned examples
  • Show all steps or provide unique examples
  • Verbalize your thinking
  • Have students observe
❑ Use supporting practices

Evaluate a Lesson: World Knowledge

Context: 6th grade co-taught English Language Arts class

  • Text concerns Ellis Island
  • Text relates to teachers' unit on immigration
  • Text follows their reading of *Travels with Charley*, a book that features a funny immigration anecdote

General purpose: provide students with essential background knowledge to support their reading of a text on Ellis Island

Does this lesson meet our criteria for creating objectives?

The methods used to **create objectives** should:

Choose objectives based on student performance relative to goals.

❑ Select a goal from IEP or standards

Explanation:

❑ Choose an objective that is the next step toward the goal

Explanation:

Write focused objectives that describe the specific learning outcome.

❑ Limit the objective to one singular next step toward the goal

Explanation:

❑ Describe a learning outcome in behavioral terms that assesses mastery of the objective

Explanation:

❑ What would be a better objective?

Does this lesson meet our criteria for providing modeling?

The methods used to **provide modeling** should:

❑ Give clear explanations
- Match the explanation to the learning outcome
- Design the explanation so that it is correct, clear and concise
- Use the explanation consistently

Explanation:

❑ Model multiple planned examples
- Show all steps or provide unique examples
- Verbalize your thinking
- Have students observe

Explanation:

❑ Use supporting practices
Explanation:

Context: 3rd grade classroom

- Students are using the text "Backpacks Mean Backaches" and a graphic organizer
- Students have already learned the meaning of "cause" and "effect"
- Students have already learned the list of clue words for both "cause" and "effect"

General purpose: students will use clue words to identify the cause and effect in text

1. What is the lesson objective?

2. Does this lesson meet our criteria for creating objectives?

The methods used to **create objectives** should:

Choose objectives based on student performance relative to goals.

❑ Select a goal from IEP or standards

Explanation:

❑ Choose an objective that is the next step toward the goal

Explanation:

Write focused objectives that describe the specific learning outcome.

❑ Limit the objective to one singular next step toward the goal

Explanation:

❑ Describe a learning outcome in behavioral terms that assesses mastery of the objective

Explanation:

What would be a better objective?

3. When do you see evidence of modeling? Record specific times below.

Time	Observation

4. Does this lesson meet our criteria for providing modeling?

The methods used to **provide modeling** should:

❑ Give clear explanations
- Match the explanation to the learning outcome
- Design the explanation so that it is correct, clear and concise
- Use the explanation consistently

Explanation:

❑ Model multiple planned examples
- Show all steps or provide unique examples
- Verbalize your thinking
- Have students observe

Explanation:

❑ Use supporting practices
Explanation:

Activity 8.2 – Journal Entry
Module 8 Part 1 Application
Online

Write a Journal Entry to prepare an upcoming lesson.

1. Review an upcoming lesson.

2. Create objective(s). Use your checklist to help you. Use the space below to jot down your notes.

Choose objectives based on student performance relative to goals.
- ❑ Select a goal from IEP or standards
- ❑ Choose an objective that is the next step toward the goal

Write focused objectives that describe the specific learning outcome.
- ❑ Limit the objective to one singular next step toward the goal
- ❑ Describe a learning outcome in behavioral term that assesses mastery of the objective

3. Prepare a good model. Use your checklist to write a clear explanation and a description of the models. Use the space below to jot down your notes.

Activity 8.3 – Classroom Application
Module 8 Part 1 Classroom Application
Classroom/Coach

Plan to do your lesson

1. Review your clear objective.
2. Review your clear explanation and write it out to review as you teach.
3. Adjust your plan so it is less than 10 minutes long.

Do your lesson

1. Implement the lesson from your latest journal entry.
2. Videotape your lesson.
3. Work from your written plan.
4. Teach for just 10 minutes.
5. After implementing the lesson, reflect with your coach about your clear objectives and effective use of modeling according to the checklist.

Activity 8.4 – Self-Reflection
Module 8 Part 1 Classroom Application
Online/Coach

Record your observations.

1. Watch your video.
2. When you are ready, re-watch your video to record specific moments when you observe evidence of objectives and/or modeling.
3. Use the table below to record your notes.

Time	Observation	Explanation
e.g. 00:00 – 00:20	Clear Objective	I write the objective on the board as….. I tell my students that they will learn…..

Describe your observation.

1. Check to see if your video meets the checklist criteria. Use the recording system below:

   ☑ Yes, I observed this in my video
   🔘 Not sure, I think I may have observed this, but maybe not completely
   ☒ No, I did not observe this in my video

2. Did your lesson objective meet the checklist criteria?

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Create Clear Objectives

Choose objectives based on student performance relative to goals.

❑ Select a goal from IEP or standards.

Explain:

❑ Choose an objective that is the next step toward the goal.

Explain:

Write focused objectives that describe the specific learning outcome.

❑ Limit the objective to one singular next step toward the goal.

Explain:

❑ Describe a learning outcome in behavioral term that assesses mastery of the objective.

Explain:

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3. What would be a better lesson objective? If necessary, write below.

4. Did your lesson meet the checklist criteria for modeling?

Provide Modeling

❑ Give clear explanations
- Match the explanation to the learning outcome
- Design the explanation so that it is correct, clear and concise
- Use the explanation consistently

Explain:

❑ Model multiple planned examples
- Show all the steps or provide unique examples
- Verbalize your thinking
- Have students observe

Explain:

❑ Use supporting practices
Explain:

Evaluate your lesson.

1. On the scale below, how confident are you with writing clear objectives?

Excellent!	**Alright.**	**I need more practice.**
I met all checklist criteria. I think I have a clear understanding of this.	I met some checklist criteria, but I still need more practice.	I did not meet any, or very few, checklist criteria. I find this to be challenging and need more practice.

2. On the scale below, how confident are you with providing modeling?

Excellent!	**Alright.**	**I need more practice.**
I met all checklist criteria. I think I have a clear understanding of this.	I met some checklist criteria, but I still need more practice.	I did not meet any, or very few, checklist criteria. I find this to be challenging and need more practice.

3. Write down 1-3 goals for yourself regarding writing clear objectives and/or providing modeling.
   Goal 1:

   Goal 2:

   Goal 3:

Checklist

The methods used to **provide guided practice** should:

❑ Lead students in steps toward the learning outcome
  • Procedural task: execute each step separately
  • Knowledge task: address each unit (e.g. vocabulary) one at a time
❑ Provide appropriate prompts
  • Design a variety of prompt types linked to task and likely student need
  • Change level of prompting in response to student's progress
❑ Observe and provide immediate feedback
  • Watch students carefully
  • Interpret the meaning of errors
  • Provide feedback that aligns with the type of error

The methods used to **provide independent practice** should:

❑ Review expectations and resources for meeting the learning outcome
  • Select objective-linked practice items that lead to 90-95% accuracy
  • Review expectations for meeting learning outcomes
  • Remind students how they self-prompt
❑ Allow student to work without support
  • Limit guidance from teacher
  • Monitor throughout independent practice
  • Give mini-reminders and record points of confusion
❑ Observe and provide immediate and delayed feedback
  • Check for understanding throughout
  • Provide feedback following completion of task

Evaluate a Lesson: Main Idea

Context: 1st grade whole group

  • Engaging in a main idea activity
  • Students use pictures and a smart board

General purpose: to identify the main idea in a story using steps

Does this lesson meet our criteria for providing guided practice?

The methods used to **provide guided practice** should:

❑ Lead students in steps toward learning outcome
  • Procedural task: execute each step separately
  • Knowledge task: address each unit (e.g. vocabulary word) one at a time

Explanation:

❑ Provide appropriate prompts
- Design a variety of prompt types linked to task and likely student need
- Change level of prompting in response to student's progress

Explanation:

❑ Observe and provide immediate feedback
- Watch students carefully
- Interpret the meaning of errors
- Provide feedback that aligns with the type of error

Explanation:

Does this lesson meet our criteria for providing independent practice?

The methods used to **provide independent practice** should:

❑ Review expectations and resources for meeting the learning outcome
- Select objective-linked practice items that lead to 90-95% accuracy
- Review expectations for meeting the learning outcome
- Remind students how they self-prompt

Explanation:

❑ Allow student to work without support
- Limit guidance from teacher
- Monitor throughout independent practice
- Give mini-reminders and record points of confusion

Explanation:

❑ Observe and provide immediate and delayed feedback
- Check for understanding throughout
- Provide feedback following completion of task

Explanation:

Activity 8.5 – Analyze a Lesson
Apply your Knowledge
Workbook

Context: 1st grade small group

- Students are decoding words in isolating and in text
- Students are using letter-cards and pocket cards

1. **When do you see evidence of guided or independent practice?** Record specific times below.

Time	Observation

2. **Does this lesson meet our criteria for guided practice?**

The methods used to **provide guided practice** should:

❑ Lead students in steps toward learning outcome
- Procedural task: execute each step separately
- Knowledge task: address each unit (e.g. vocabulary word) one at a time

Explanation:

❑ Provide appropriate prompts
- Design a variety of prompt types linked to task and likely student need
- Change level of prompting in response to student's progress

Explanation:

❑ Observe and provide immediate feedback
- Watch students carefully
- Interpret the meaning of errors
- Provide feedback that aligns with the type of error

Explanation:

3. **Does this lesson meet our criteria for providing independent practice?**

The methods used to **provide independent practice** should:

❑ Review expectations and resources for meeting the learning outcome
- Select objective-linked practice items that lead to 90-95% accuracy
- Review expectations for meeting learning outcome

- Remind students how they self-prompt

Explanation:

❑ Allow student to work without support
- Limit guidance from teacher
- Monitor throughout independent practice
- Give mini-reminders and record points of confusion

Explanation:

❑ Observe and provide immediate and delayed feedback
- Check for understanding throughout
- Provide feedback following completion of task

Explanation:

Activity 8.6 – Journal Entry
Module 8 Part 2 Application
Online

Write a Journal Entry to prepare an upcoming lesson.

1. Review an upcoming lesson.

Provide Guided Practice
- ❑ Lead students in steps toward learning outcome
- ❑ Provide appropriate prompts
- ❑ Observe and provide immediate feedback

2. Prepare guided practice. Use your checklist to help you. Use the space below to jot down your notes.

3. Prepare independent practice. Use your checklist to write a clear explanation and a description of the models. Use the space below to jot down your notes.

Provide Independent Practice
- ❑ Review expectations and resources for meeting the learning outcome
- ❑ Allow student to work without support
- ❑ Observe and provide immediate and delayed feedback

Activity 8.7 – Classroom Application
Module 8 Part 2 Classroom Application
Classroom/Coach

Plan to do your lesson

1. Review your plan for guided and/or independent practice.
2. Adjust your plan so it is less than 10 minutes long.

Do your lesson

1. Implement the lesson from your latest journal entry.
2. Videotape your lesson.
3. Work from your written plan.
4. Teach for just 10 minutes.
5. After implementing the lesson, reflect with your coach about the effectiveness of providing guided and/or independent practice according to the checklist.

Activity 8.8 – Self-Reflection
Module 8 Part 2 Classroom Application
Online/Coach

Record your observations.

1. Watch your video.
2. When you are ready, re-watch your video to record specific moments when you observe evidence of guided and/or independent practice.
3. Use the table below to record your notes.

Time	Observation	Explanation
e.g. 00:00 – 00:20	Lead step-by-step	I list the steps on the poster….

Describe your observation.

1. Check to see if your video meets the checklist criteria. Use the recording system below:

   ☑ Yes, I observed this in my video
   ◯ Not sure, I think I may have observed this, but maybe not completely
   ☒ No, I did not observe this in my video

2. What was your lesson objective? Write below.

3. Did you meet the checklist criteria for guided practice (if applicable)?

Provide Guided Practice

❑ Lead student in steps toward the learning outcome
Explain:

❑ Provide appropriate prompts
Explain:

❑ Observe and provide immediate feedback
Explain:

4. Did you meet the checklist for independent practice (if applicable).

Provide Independent Practice

❑ Review expectations and resources for meeting the learning outcome
Explain:

❑ Allow student to work without support
Explain:

❑ Observe and provide immediate and delayed feedback
Explain:

Evaluate your lesson.

4. On the scale below, how confident are you with providing guided practice?

Excellent!	**Alright.**	**I need more practice.**
I met all checklist criteria. I think I have a clear understanding of this.	I met some checklist criteria, but I still need more practice.	I did not meet any, or very few, checklist criteria. I find this to be

challenging and need more practice.

5. On the scale below, how confident are you with providing independent practice?

Excellent!	**Alright.**	**I need more practice.**
I met all checklist criteria. I think I have a clear understanding of this.	I met some checklist criteria, but I still need more practice.	I did not meet any, or very few, checklist criteria. I find this to be challenging and need more practice.

6. Write down 1-3 goals for yourself regarding guided and/or independent practice.
Goal 1:

Goal 2:

Goal 3:

Part 3	How do you know you have effectively used the supporting practices?

Checklist

The methods used to **elicit a response** should:

❑ Maintain or check accuracy of processing
❑ Match the learning outcome
❑ Match student abilities
❑ Match the desired response format
❑ Maximize student involvement

The methods used to **provide feedback** should be:

❑ Immediate: delivered as soon as possible after response
❑ Specific: tied directly to students' actions

The methods used to **maintain a brisk pace** should:

❑ Move on when students are ready
❑ Use the other supporting practices

Evaluate a Lesson: Syllables

Context: kindergarten small group

- Students are doing a syllable activity
- Students have already learned what syllables are
- Students have manipulatives to use

General purpose:

- Break apart a word into two syllables using manipulatives
- Blend two syllables together to form a word using manipulatives

Does this lesson meet our criteria for eliciting frequent responses?

The methods used to **elicit frequent responses** should:

❑ Maintain or check accuracy of processing

Explanation:

❑ Match the learning outcome

Explanation:

❑ Match the student abilities

Explanation:

❑ Match the desired response format

Explanation:

❑ Maximize student involvement

Explanation:

Does this lesson meet our criteria for providing feedback?

The methods used to **provide feedback** should be:

❑ Immediate: delivered as soon as possible after response

Explanation:

❑ Specific: tied directly to students' actions

Explanation:

Does this lesson meet our criteria for maintaining a brisk pace?

❑ Move on when students are ready

Explanation:

❑ Use the other supporting practices

Explanation:

Activity 8.9 – Self-Reflection
Module 8 Part 3 Classroom Application
Online/Coach

Record your observations.

1. Watch your video from Part 2.
2. Record specific evidence of the supporting practices.
3. Use the table below to record your notes.

Time	Observation	Explanation

Describe your observation.

1. Check to see if your video meets the checklist criteria. Use the recording system below:

   ☑ Yes, I observed this in my video
   ◻ Not sure, I think I may have observed this, but maybe not completely
   ☒ No, I did not observe this in my video

2. Did you meet the checklist criteria for eliciting frequent responses?

Elicit Frequent Responses

❑ Maintain or check accuracy of processing
Explain:

❑ Match the learning outcome
Explain:

❑ Match the student abilities
Explain:

❑ Match the desired response format
Explain:

❑ Maximize student involvement
Explain:

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3. Did you meet the checklist criteria for providing feedback?

Provide Feedback

❑ Immediate: delivered as soon as possible after response
Explain:

❑ Specific: tied directly to students' actions
Explain:

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4. Did you meet the checklist criteria for maintaining a brisk pace?

Maintain a Brisk Pace

❑ Move on when students are ready
Explain:

❑ Use the other supporting practices
Explain:

Evaluate your lesson.

1. On the scale below, how confident are you with eliciting frequent responses?

Excellent!	**Alright.**	**I need more practice.**
I met all checklist criteria. I think I have a clear understanding of this.	I met some checklist criteria, but I still need more practice.	I did not meet any, or very few, checklist criteria. I find this to be challenging and need more practice.

2. On the scale below, how confident are you with providing feedback?

Excellent!	**Alright.**	**I need more practice.**
I met all checklist criteria. I think I have a clear understanding of this.	I met some checklist criteria, but I still need more practice.	I did not meet any, or very few, checklist criteria. I find this to be challenging and need more practice.

3. On the scale below, how confident are you with maintaining a brisk pace?

Excellent!	**Alright.**	**I need more practice.**
I met all checklist criteria. I think I have a clear understanding of this.	I met some checklist criteria, but I still need more practice.	I did not meet any, or very few, checklist criteria. I find this to be challenging and need more practice.

4. Write down 1-3 goals for yourself regarding the supporting practices.
   Goal 1:

   Goal 2:

   Goal 3:

Activity 8.10 – Journal Entry
Module 8 Part 3 Application
Online

Write a Journal Entry to prepare an upcoming lesson.

1. Review your self-reflection on the supporting practices along with an upcoming lesson.

2. Prepare a plan for using supporting practices. Use your checklist to help you. Identify the areas you really want to focus on. Use the space below to jot down your notes.

Activity 8.11 – Classroom Application
Module 8 Part 3 Classroom Application
Classroom/Coach

Plan to do your lesson

1. Review your plan.
2. Adjust your plan so it is less than 10 minutes long.

Do your lesson

1. Implement the lesson from your latest journal entry.
2. Videotape your lesson.
3. Work from your written plan.
4. Teach for just 10 minutes.
5. After implementing the lesson, reflect with your coach about the effectiveness of the methods you used to elicit responses according to the checklist. Did you meet your goals? Did you improve in using the supporting practices?
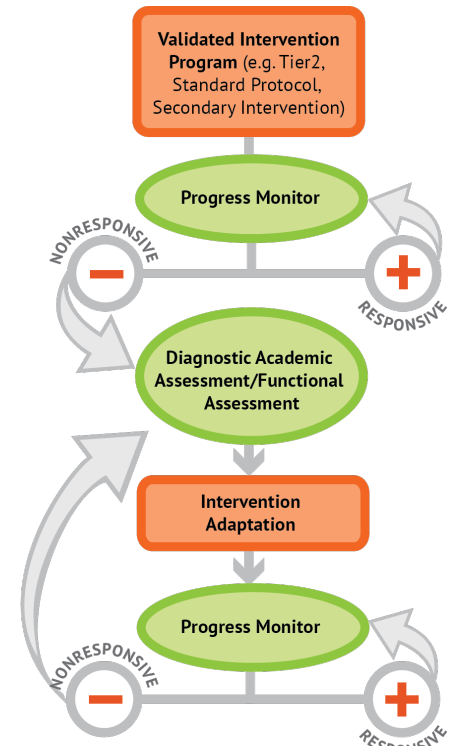
Closing   A final review and summary

Activity 8.13 – Stop & Jot
Apply your Knowledge
Workbook

Describe how explicit instruction fits into the DBI framework.

Activity 8.14 – Stop & Jot
Solidify your Understanding
Workbook

Fill in the explicit instruction framework.

Activity 8.15 – Stop & Jot
Solidify your Understanding
Workbook

Explicit Instruction	Supporting Practices
❑ **Create Objectives**	❑ **Elicit a Response**
❑ **Provide Modeling**	❑ **Provide Feedback**
❑ **Provide Practice**	❑ **Maintain a Brisk Pace**

Activity 8.16 – Discussion Board Post
Module 8
Online

- Post your video from Part 3.
- Provide context for your lesson.
- Evaluate a peer's video using the checklists:
  - Identify the objective
  - Find evidence of modeling and practice
  - Find evidence of supporting practices
- Provide feedback about the explicitness of the instruction. Where is there the most evidence?
- After getting feedback, write your explicit instruction goal.
- Then, provide supportive feedback to peers about their goals

General Discussion Board Guidelines

Use the discussion board to:
- Share information that you have and others do not
- Get clarification
- Extend the conversation beyond the specific module content

Respond to others by:
- Asking for more information
- Providing specific feedback why you agree or disagree with opinions
- Correcting unintended errors

Write
- Short but content-filled responses
- Clearly (after typing, briefly edit)
- In a style that allows generosity of spirit (assuming the best of others)