# **Explicit Instruction Course: Course Overview**

The following is an overview of the Explicit Instruction Course along with recommended pre-requisite content knowledge in order to participate in the course. Though these pre-requisites are optional, we highly recommend them to ensure complete understanding of course content. The course modules are designed with an expectation of access to a classroom and support from a coach, mentor, professional learning community (PLC) leader, instructional leader, and/or course instructor.

## **Recommended Pre-Requisite Content**

The course modules are sequential (i.e., Module 5 should come before Module 6, and so on). Prior to completing the explicit instruction course modules, the following pre-requisite content is also recommended (the last four content areas are addressed by NCII, and linked in the course overview page):

1. Introduction to Exceptionality
2. Introduction to Intensive Intervention
3. Introduction to Progress Monitoring
4. Introduction to Diagnostic Assessment
5. Using the Taxonomy of Intervention Intensity to Select or Understand at Validated Intervention Platform and Make Adaptations

## **Course Overview**

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| **Module 5** | ***Explicit Instruction: Modeling and Practicing to Help Students Reach Academic Goals*** |
| **Part** | **Objective(s)** |
| Introduction: What is explicit instruction and why is it important? | You will learn how to:   1. Select a clear objective 2. Model for practice 3. Practice with students |
| Part 1: How do you create objectives with appropriate learning outcomes? | You will learn:   1. Why objectives are relevant within DBI 2. How to select objectives based on student performance relatives to goals 3. How to create focused objectives that describe the specific learning outcome that shows mastery |
| Part 2: What are the characteristics of highly effective models? | You will learn:   1. What are the characteristics of a clear explanation 2. How to design planned examples 3. How to evaluate the effectiveness of instructional models |
| Part 3: When and how should students practice explicit instruction lessons? | You will learn how to:   1. Decide when students are ready for practice 2. Provide guided practice 3. Provide independent practice 4. Decide the best next step based on practice |
| Closing: What are the next steps? | You will learn:   1. What are the next steps? |
| **Module 6** | ***Supporting Practices: Using Effective Methods to Elicit Frequent Responses*** |
| **Part** | **Objective(s)** |
| Introduction: How do the supporting practices maximize engagement? | By the end of this module, you should be able to:   1. Explain how the supporting practices maximize engagement 2. Identify and describe various methods to elicit responses 3. Use methods to elicit frequent responses that: 4. Maintain or check accuracy of processing 5. Match the learning outcome 6. Match student abilities 7. Match the desired response format 8. Maximize student involvement |
| Part 1: What are the methods and purposes for eliciting responses? | You will learn to:  1. Identify the methods for eliciting responses  2. Identify and explain the two purposes for eliciting responses |
| Part 2: Does the method of eliciting a response match the learning outcome? | You will learn to:  1. Match the method of eliciting a response to the learning outcome |
| Part 3: Does the method of eliciting a response match student abilities? | You will learn to:  1. Match the method of eliciting a response to student abilities |
| Part 4: Does the method of eliciting a response match the desired response format? | You will learn to:  1. Match the method of eliciting a response to the desired response format |
| Part 5: Does the method of eliciting a response maximize student involvement? | You will learn to:  1. Use methods to elicit responses that maximize student engagement |
| Closing: What are the next steps? | You will learn:  1. What are the next steps? |
| **Module 7** | ***Supporting Practices: Providing Immediate and Specific Feedback and Maintaining a Brisk Pace*** |
| **Part** | **Objective(s)** |
| Introduction: How do the supporting practices maximize engagement? | By the end of this module, you should be able to:   1. Explain how the supporting practices maximize engagement 2. Provide immediate specific feedback 3. Maintain a brisk pace 4. Adapt a program lesson to make it more explicit by incorporating the supporting practices |
| Part 1: How should feedback be provided? | You will learn how to:   1. Explain the importance of providing immediate specific feedback 2. Provide immediate specific feedback |
| Part 2: How can a brisk pace be maintained? | You will learn how to:   1. Maintain a brisk pace |
| Part 3: How can you use the supporting practices to make adaptations to a program? | You will learn how to:   1. Adapt a lesson from a program to make it more explicit by incorporating the supporting practices |
| Closing: What are the next steps? | You will learn:  1. What are the next steps? |
| **Module 8** | ***Explicit Instruction: Evaluating Use of Explicit Instruction to Support the Students’ Academic Needs*** |
| **Part** | **Objective(s)** |
| Introduction | By the end of this module, you should be able to:   1. Identify evidence of explicit instruction 2. Evaluate effective use of explicit instruction 3. Reflect on your own use of explicit instruction |
| Part 1: How do you know you have created the right objectives and provided effective modeling? | You will learn how to:  1. Identify clear objectives and modeling  2. Evaluate clear objectives and effective modeling  3. Reflect upon your own use of objectives and modeling |
| Part 2: How do you know you have effectively implemented practice? | You will learn how to:  1. Identify practice  2. Evaluate practice  3. Reflect upon your own use of practice |
| Part 3: How do you know you have effectively used the supporting practices? | You will learn how to:  1. Identify use of supporting practices  2. Evaluate use of supporting practices  3. Reflect upon your own use of supporting practices |
| Closing: A final review and summary | You will:  1. Reflect on effective explicit instructional practices in collaboration with others and on your own  2. Articulate why explicit instruction is important in the DBI framework  3. Review all of the elements of the explicit instruction checklist |