Anita Archer's

GOLDEN PRINCIPLES

of

EXPLICIT INSTRUCTION

VIEWER'S GUIDE

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Management

Anticipate and Remove

(6 minutes)

Purpose

In this video clip, learn how to plan and prevent academic and behavioral problems with the Golden Principle Anticipate and Remove.

Before Viewing

1. Identify a common behavioral problem or academic error you would like to resolve.

2. Share common problems and errors with a colleague.

During Viewing: Take notes.

After Viewing

1. Using the principle Anticipate and Remove, write a plan for solving the common behavioral problem or academic error you identified above.

2. Discuss your plan with a colleague.
3. Implement your plan.
4. Share results with your colleague via email or at the next staff meeting.
5. **Anticipate:** Identify another behavioral problem or academic error.

Remove. Write a plan for precorrecting the problem or error.

Ongoing Focus Activities

Keep Anticipate and Remove in your teaching repertoire with the following optional activities.

Review Activity 1: Check your understanding by filling in the blanks.

The artful act of teaching:

- To _____anticipate_____ what might happen
- Then __remove or precorrect___ it before it occurs

Precorrect by:

- Clarifying and/or ____modeling_____

If the error occurs: There will be less resistance if you do have to correct behavior.

Verify your answers by checking with a colleague and/or viewing the video again. You may wish to check out the video or suggest a review at the next staff meeting.

Review Activity 2: Check your application by videotaping yourself.

Identify when you applied the principle Anticipate and Remove.

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Identify when you might apply the principle Anticipate and Remove to improve future lessons.

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Review Activity 3: Observation.

In a challenging context, have someone observe and provide feedback regarding your application of Anticipate and Remove.

Management

Assumicide

(5 minutes, 40 seconds)

Purpose

In this video clip, Dr. Archer shares an important conclusion: "Every time I choose *not* to model something, I choose to model it *many times*."

Before Viewing

1. Think about a new student entering your class in the middle of a school year. List all of the classroom expectations and routines you would want this new student to learn.

2. Consider a time, setting, and context where someone assumed that you knew the expectations or had background knowledge that you didn't. Write notes about the experience.

3. Share your experiences with a colleague.

During Viewing: Take notes.

After Viewing

1. Write assumptions you have made that resulted in your having to go back and teach expectations or content.

2. Discuss these experiences with a colleague.

3. Brainstorm ways to avoid assumicide in the future.

Ongoing Focus Activities

Keep Assumicide in your teaching repertoire with the following optional activities.

Review Activity 1: Check your understanding by filling in the blanks.

Don't commit ___assumicide___.

Every time I choose not to ___model___ something, I end up having to model it ___many times___.

When we're teaching, both in terms of behavior and academic preskills:

- You need to verify that they have the ___preskill___,
- And if they don't, then ___teach___ it.

Verify your answers by checking with a colleague and/or viewing the video again. You may wish to check out the video or suggest a review at the next staff meeting.

Review Activity 2: Check your application by videotaping yourself.

Identify when you applied the principle Assumicide.

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Identify when you might apply the principle Assumicide to improve future lessons.

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Review Activity 3: Observation.

In a challenging context, have someone observe and provide feedback regarding times when you could avoid assumicide by modeling expectations and teaching background knowledge and skills.

Management

What You Expect = What You Get

(7 minutes, 50 seconds)

Purpose

In this video clip, Dr. Archer shares the importance of our behaviors being *in concert* with our clearly stated expectations.

Before Viewing

1. List student behaviors that are important for success in your classroom.

2. For each student behavior you listed, mark a ★ if students meet your expectations and mark an X if they do not meet your expectations.

3. Share your responses with a colleague.

During Viewing: Take notes.

After Viewing

1. Review the list of student behaviors you created before watching the video. For each of the behaviors that do *not* meet your expectations, brainstorm and write teacher behaviors that are aligned and those that aren't aligned with student expectations.

2. Write a plan to adjust any behaviors that aren't aligned with expectations for students.

3. Discuss your plan with a colleague.
4. Implement your plan.
5. Share results with your colleague via email or at the next staff meeting.

Ongoing Focus Activities

Keep What You Expect = What You Get in your teaching repertoire with the following optional activities.

Review Activity 1: Check your understanding by filling in the blanks.

A. It's not enough to just convey ___expectations___. Our actions must reflect and ___support___ the students doing that behavior.

B. We could have very clear expectations. We could have an ___action___ that showed what we expected at that moment, but if the ___environment___ doesn't support it, then it's still not going to occur.

C. What we expect = what we get, but only if we have very clear expectations that are ___in concert___ with teacher ___actions___ .

Verify your answers by checking with a colleague and/or viewing the video again. You may wish to check out the video or suggest a review at the next staff meeting.

Review Activity 2: Check your application by videotaping yourself.

Notice when you are choosing to model first and explicitly teach expectations.

Review Activity 3: Observation.

Analyze the physical environment in each school setting. Write down ways that the environment interferes with student success and make changes as needed.

Use a simple approach to collect data (e.g., tally marks for incidents, a stopwatch for duration) for challenging behaviors that do not meet your expectations. Communicate clear expectations, establish a class goal, and periodically monitor and report progress.

In a challenging context, have someone observe and provide feedback regarding your application of What You Expect = What You Get.

Instruction

A Quick Review of Teaching

(5 minutes, 40 seconds)

Purpose

In this video clip, you'll learn Dr. Archer's motto, "I do it, we do it, you do it" and how you can use it as an instructional routine to teach skills and strategies.

Before Viewing

1. Think about a skill or strategy you taught recently and write down the steps you used to teach it. Be specific.

2. Share your steps with a colleague and discuss what worked well and what, if anything, didn't work well.

During Viewing: Take notes.

After Viewing

Answer the following questions:

3. *I do it, we do it, you do it* is appropriate for teaching what kind of knowledge?

   skills and strategies/how to do something

4. What is a common step skipped by teachers? *I do it*? *We do it*? Or, *you do it*?

   We do it.

5. What are some ways to provide scaffolding as part of the *We do it* step?

   Do the steps with the students. Then guide the students through each step, asking what the first step is, then having the students do it. Then ask what the next step is, and have them do it. Scaffold by providing a great deal of assistance in working through the steps at the beginning.

6. What are some ways to release responsibility gradually as you move students toward independence, or *You do it*?

   Check the students' understanding as they work through each step before they do independent practice.

Ongoing Focus Activities

Keep A Quick Review of Teaching in your teaching repertoire with the following optional activities.

Review Activity 1: Check your understanding by filling in the blanks.

We teach a number of things:

- We teach facts
- We teach strategies
- We teach concepts and vocabulary

If *I do it*, I'm demonstrating it for you. If *we do it*, first I'm going to guide the students. I might scaffold the instruction. Then *you do it* and check for understanding.

Verify your answers by checking with a colleague and/or viewing the video again. You may wish to check out the video or suggest a review at the next staff meeting.

Review Activity 2: Check your application by videotaping yourself.

Identify when you applied the principle A Quick Review of Teaching.

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Identify when you might apply the principle A Quick Review of Teaching to improve future lessons.

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Review Activity 3: Observation.

In a challenging context, have someone observe and provide feedback regarding your application of A Quick Review of Teaching.

Instruction

Concepts and Vocabulary

(4 minutes)

Purpose

In this video clip, learn how to use the instructional routine *word, meaning, examples, check* to teach concepts and vocabulary.

Before Viewing

1. Think about a concept or vocabulary word you taught recently and write down the steps you used to teach it. Be specific.

2. Share your steps with a colleague and discuss what worked well and what, if anything, didn't work well.

During Viewing: Take notes.

After Viewing

1. Write down and/or discuss the benefits of instructional routines and what instructional routines you currently employ.

2. Write out a plan for teaching your next vocabulary words using the *word, meaning, examples, check* routine.

3. Discuss your plan with a colleague.
4. Implement your plan.
5. Share results with your colleague via email or at the next staff meeting.

Ongoing Focus Activities

Keep Concepts and Vocabulary in your teaching repertoire with the following optional activities.

Review Activity 1: Check your understanding by filling in the blanks.

We need an instructional routine for teaching concepts and vocabulary.

The strategy we use can be called simply word, meaning, examples, check

We introduce the word and then provide a student-friendly definition.

Then we provide numerous examples.

Don't assume students will gain vocabulary using context clues; directly teach it.

Verify your answers by checking with a colleague and/or viewing the video again. You may wish to check out the video or suggest a review at the next staff meeting.

Review Activity 2: Check your application by videotaping yourself.

Analyze your effectiveness in using the *word, meaning, examples, check routine* when teaching concepts and vocabulary.

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Evaluate your success by analyzing student performance. Use student data as feedback and enhance instruction in various ways, such as increasing the number of examples, repeating the word in a variety of contexts, and filling in gaps in background knowledge related to the concept or vocabulary word.

Review Activity 3: Observation.

In a challenging context, have someone observe and provide feedback regarding your application of Concepts and Vocabulary.

Instruction

Practice, Practice, Practice

(6 minutes, 10 seconds)

Purpose

In this video clip, learn the critical importance of practice and how to provide the right kinds of practice so that students will retain information.

Before Viewing

1. Reflect on the beliefs about practice in your school. How do teachers plan and reinforce learning by providing opportunities for practice in all domains—academic and behavioral?

2. Discuss your reflections with a colleague.

During Viewing: Take notes.

After Viewing

1. Write a plan for how you will work to increase opportunities for practice in the next few weeks.

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   _____

   _____

   _____

2. Discuss your plan with a colleague.
3. Implement your plan.
4. Share results with your colleague via email or at the next staff meeting.

Ongoing Focus Activities

Keep Practice, Practice, Practice in your teaching repertoire with the following optional activities.

Review Activity 1: Check your understanding by filling in the blanks.

A. Many students are overexposed and underdeveloped because they don't get the amount of practice they need to retain information.

B. If we look at research, we know that the amount of practice makes a significant difference in students' retention of information.

C. Besides initial practice, students also need distributed practice and cumulative practice.

Verify your answers by checking with a colleague and/or viewing the video again. You may wish to check out the video or suggest a review at the next staff meeting.

Review Activity 2: Work to implement Practice, Practice, Practice in your classroom and school.

1. Design plans for providing initial practice, distributed practice, and cumulative review. Evaluate based on student performance.
2. Work with colleagues to develop a schoolwide goal to increase the amount and types of practice for academic and behavioral skills across school environments.
3. Teach your students the importance of practice and help them recognize that it's not "drill and kill" but "drill and skill" or, when they achieve mastery, "drill and thrill."

Review Activity 3: Observation.

In a challenging context, have someone observe and provide feedback regarding your application of Practice, Practice, Practice.

Delivery of Instruction

Up On Your Feet

(6 minutes, 15 seconds)

Purpose

In this video clip, you will learn the benefits gained when teachers "walk around, look around, talk around."

Before Viewing

1. Estimate the amount of time you spend *up on your feet,* monitoring and circulating, while students are engaged in group, partner, or independent work tasks.

2. List benefits of being *up on your feet,* monitoring and circulating.

3. Share with a colleague your thoughts on the benefits of being *up on your feet*.

During Viewing: Take notes.

After Viewing

1. Look back at the benefits you wrote before watching the video. Fill in any benefits that you might have missed.

2. Write a plan for how you will circulate more and have more interactions with students in the next few weeks.

3. Discuss your plan with a colleague.
4. Implement your plan.
5. Share results with your colleague via email or at the next staff meeting.
6. For several weeks, select a different benefit of being up on your feet (e.g., providing encouragement, noticing appropriate behavior) and focus on improving that teaching behavior for the week. Notice the positive differences for students.

Ongoing Focus Activities

Keep Up On Your Feet in your teaching repertoire with the following optional activities.

Review Activity 1: Check your understanding by filling in the blanks.

We need to be up on our feet, moving around the room:

- Monitoring and
- Circulating

Stan Paine describes this strategy as "You walk around. You look around. You talk around."

Benefits include students being more on task and displaying more appropriate behavior. You can also connect with students.

Verify your answers by checking with a colleague and/or viewing the video again. You may wish to check out the video or suggest a review at the next staff meeting.

Review Activity 2: Check your application by videotaping yourself.

Identify when you applied the principle Up On Your Feet.

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Identify when you should have applied the principle Up On Your Feet.

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_____

Review Activity 3: Observation.

In a challenging context, have someone observe and provide feedback regarding your application of Up On Your Feet.

Delivery of Instruction

Avoid Voids

(6 minutes, 15 seconds)

Purpose

In this video clip, you'll learn the problem with downtime during instruction and five ways that teachers can avoid voids during instruction.

Before Viewing

1. Reflect and write notes responding to the following questions: When do you have the most challenges trying to keep students engaged in learning activities? What behavioral challenges occur when students are not engaged?

2. Share and compare your notes with a colleague.

During Viewing: Take notes.

After Viewing

1. List strategies that you can use to *avoid the void*. Compare with a partner and fill in any missing ideas.

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   _____

   _____

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2. Discuss your strategies with a colleague.
3. Implement your strategies in class.
4. Share results with your colleague via email or at the next staff meeting.

Ongoing Focus Activities

Keep Avoid Voids in your teaching repertoire with the following optional activities.

Review Activity 1: Check your understanding by filling in the blanks.

Avoid the ___void___ for they will ___fill___ it:

Five things that make a difference:

- Plan ___plenty___.
- Have a ___brisk___ pace.
- Monitor the ___time___ we give for certain tasks.
- Plan to have ___buffer___ activities for when students are done with a task.
- Make tasks ___eternal___.

Verify your answers by checking with a colleague and/or viewing the video again. You may wish to check out the video or suggest a review at the next staff meeting.

Review Activity 2: Check your application by videotaping your class.

Select one or more students who have "advanced void-filler repertoires" and measure the amount of time they are not engaged in learning activities.

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For several weeks, select a different strategy each week for avoiding the void (e.g., providing buffer activities) and focus on improving that strategy. Notice the positive differences for students.

Review Activity 3: Observation.

In a challenging context, have someone observe and provide feedback regarding your application of Avoid Voids.

Delivery of Instruction

Pace of the Lesson

(6 minutes, 32 seconds)

Purpose

In this video clip, learn strategies for maintaining a perky pace and the ultimate killer of a perky pace.

Before Viewing

1. List challenges that slow down the pace of a lesson.

2. Share your ideas with a colleague.

During Viewing: Take notes.

After Viewing

1. Look back at the challenges you listed before watching the video. Fill in any challenges that you might have missed.

2. Write down a plan for how you will keep a perky pace.

3. Discuss your plan with a colleague.
4. Implement your plan.
5. Share results with your colleague via email or at the next staff meeting.

Ongoing Focus Activities

Keep Pace of the Lesson in your teaching repertoire with the following optional activities.

Review Activity 1: Check your understanding by filling in the blanks.

When the pace moves along, students are more present, more attentive, and they are going to learn more.

In order to keep a brisk pace:

- Be prepared. Know the content, activities, and questions.
- Use routines.

  f) Student routines

  g) Routines for active participation

  h) Teacher routines

The killer of a quick pace is digression.

Verify your answers by checking with a colleague and/or viewing the video again. You may wish to check out the video or suggest a review at the next staff meeting.

Review Activity 2: Check your application by videotaping yourself.

Identify when you applied the principle Pace of the Lesson.

Identify when you might apply the principle Pace of the Lesson to improve future lessons.

For several weeks, select a different strategy each week for keeping a "perky, not pokey" pace (e.g., designing and refining student routines) and focus on improving that strategy. Notice the positive differences for students.

Review Activity 3: Observation.

In a challenging context, have someone observe and provide feedback regarding your application of Pace of the Lesson.

Delivery of Instruction

Learning Is Not a Spectator Sport

(6 minutes, 55 seconds)

Purpose

In this video clip, learn the importance of the three R's—retrieve, respond, retain—and a variety of ideas that you can use to promote active participation in any learning setting.

Before Viewing

1. List ways that you can actively engage students during instruction.

2. Share your responses with a colleague.

During Viewing: Take notes.

After Viewing

1. List the benefits of having students respond frequently throughout a lesson. Consider both academic and behavioral benefits.

2. Write down ideas for how you can increase active participation in your classroom. Share ideas with a partner and put a ★ next to your top three ideas.

3. Implement these ideas in your classroom.

4. Share results with your colleague via email or at the next staff meeting.

Ongoing Focus Activities

Keep Learning Is Not a Spectator Sport in your teaching repertoire with the following optional activities.

Review Activity 1: Check your understanding by filling in the blanks.

Good instruction is interactive.

The three R's are:

- Retrieve
- Respond
- Retain

The response you elicit from students should match your purpose.

Verify your answers by checking with a colleague and/or viewing the video again. You may wish to check out the video or suggest a review at the next staff meeting.

Review Activity 2: Check your application by videotaping yourself.

Identify when you applied the principle Learning Is Not a Spectator Sport. Evaluate whether you have opportunities to respond that engage all students and require a range of responses (e.g., verbal responses, gestures, written responses).

Analyze the types of responses you elicit and whether they match your purpose. For example, ask yourself if you elicit choral responses for short answers related to content you want everyone to know.

Identify when you might apply the principle Learning Is Not a Spectator Sport to improve future lessons.

Review Activity 3: Observation.

In a challenging context, have someone observe and collect data on the number of opportunities to respond during teacher-directed instruction.

Conclusion

Passion and Compassion

(7 minutes, 42 seconds)

Purpose

In this video clip, Dr. Archer shares her reflections on what it means to "teach with passion and manage with compassion."

Before Viewing

1. Write down reasons why you wanted to become a teacher and what keeps you motivated as a teacher.

2. Share your thoughts with a colleague.

During Viewing: Take notes.

After Viewing

1. Write down what it means to you to teach with passion.

2. Write down what it means to you to manage with compassion.

3. Share your thoughts with a colleague.

Ongoing Focus Activities

Keep Passion and Compassion in your teaching repertoire with the following optional activities.

Review Activity 1: Check your understanding by filling in the blanks.

Teach with passion; manage with compassion.

Our goal is to teach in such a way that students learn.

Managing with compassion means using proactive and positive methods to manage student behavior. When you manage with compassion, you also make connections with students.

Verify your answers by checking with a colleague and/or viewing the video again. You may wish to check out the video or suggest a review at the next staff meeting.

Review Activity 2: Check your application by videotaping yourself.

Consider and write down observable behaviors that reflect passion and compassion as a teacher. Select one to three behaviors to develop and monitor.

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Review Activity 3: Observation.

In a challenging context, have someone observe and provide feedback regarding your application of Passion and Compassion.