

Professional Learning Guide

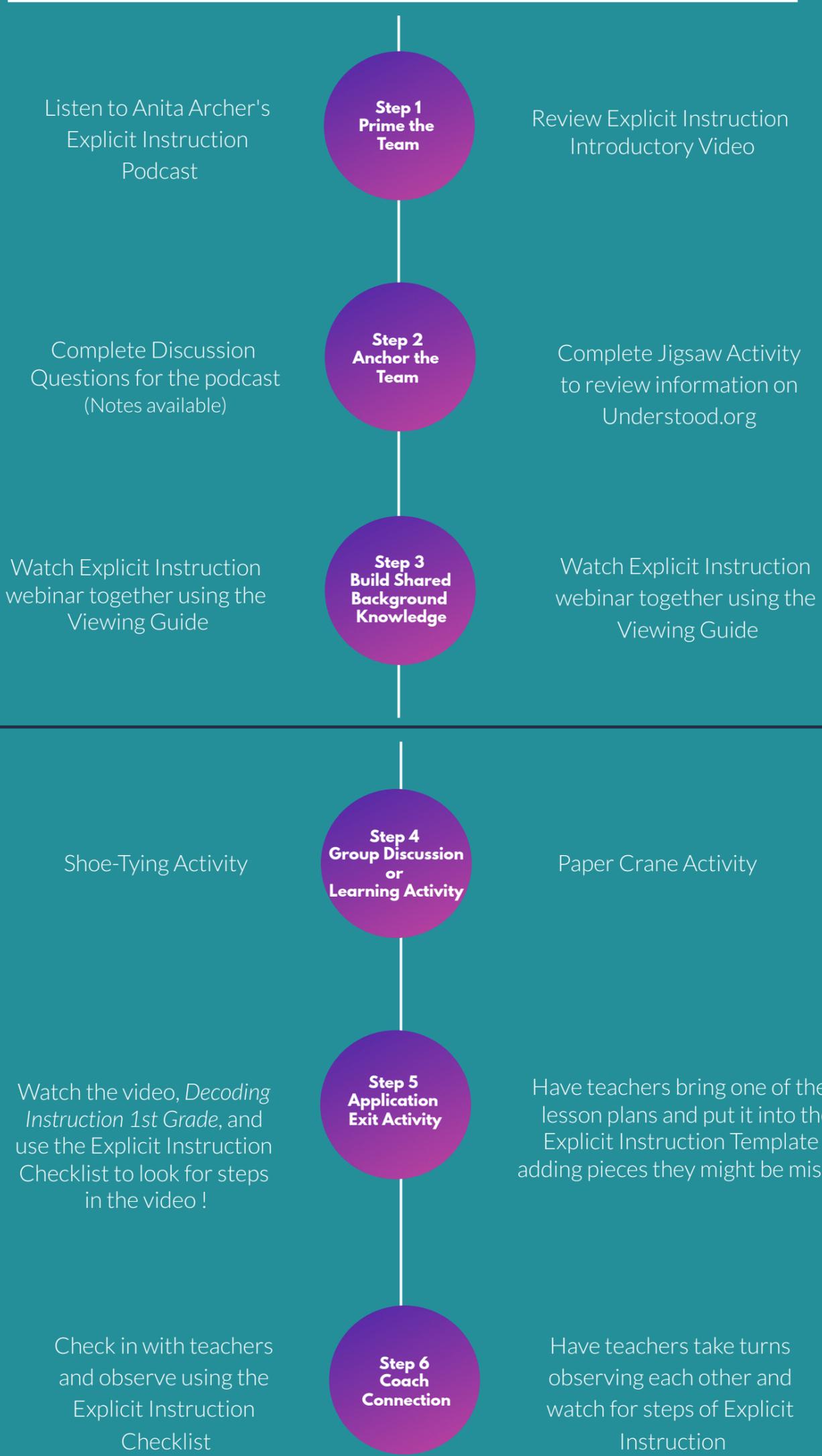
EXPLICIT INSTRUCTION

New to Explicit Instruction? Select activities from Option A. A little more experienced with the topic? Look at Option B ideas. Or pick and choose the items that best meet the needs of your teachers! Direct links to all activities and resources can be found at the bottom of this page.



Option A

Option B



Resources:

- [Introductory Video](#)
- [Anita Archer Podcast](#)
- [Anita Archer Video](#)
- [Understood.org Information](#)
- [Jigsaw Activity](#)
- [Podcast Discussion Questions and Notes](#)
- [Explicit Instruction Checklist](#)
- [Explicit Instruction Webinar](#)
- [Webinar Viewing Guide](#)
- [Shoe-tying Activity](#)
- [Paper Crane Activity](#)
- [Explicit Instruction Video to use with checklist](#)
- [Explicit Instruction Template](#)
- [Management and Routines Explicit Instruction Protocols](#)

Using the Professional Learning Guides

Welcome! We are thrilled to share with you some resources we have curated to help you in your efforts to support teachers as they align instruction with science-based reading research. We developed this guide with you in mind – to meet the needs of coaches, reading specialists, and support personnel whose aim is to improve instruction.

We also know that time is our most valuable resource – and it is limited. We have been where you are! Sometimes PD looks like a captive audience at a faculty or grade-level meeting, other times it feels like trouble shooting together with a teacher while you stand together in the lunch line. No two schools look alike.

We recognize that YOU are the expert on the teachers you serve. You know their strengths, their challenges, their backgrounds, and their willingness to try new things. Our goal is to provide tools and resources you can use to build their knowledge and strengthen their practice around science-based reading instruction.

We have developed our professional learning guides with flexibility in mind. We know sometimes you have a group of individuals who are eager to learn new things and have lots of great questions. We also know some teachers are doing their very best and don't have room for much more at this moment. We trust that you will make the right decisions for your staff.

With that in mind, we built these professional learning guides so they can be adapted to different time frames, levels of knowledge, and presentation modes. You can select from several options to complete the six steps with materials that best fit your needs. Choose what works for you!

Step 1: Prime the Team

This is the 'prep work' for your discussion. With multiple options to choose from, we tried to make this 'portable.' Examples include podcasts that teachers might listen to on their way to work, during a walking group, or a planning period. If time is short, you could ask teachers to review the infographic and make some quick notes. Or you might pose a question on a post-it note and drop them in teacher mailboxes to have them start brainstorming about the topic. The goal is for these to be done independently and have those that attend your session already thinking about things!

Step 2: Anchor the Team

Ready to build buy-in? We share some great thought-provoking videos or questions that allow others to bring their voice and experience to the discussion. This step allows everyone an opportunity to stop and think about how the topic impacts them and the students they serve – in an enjoyable way!

Step 3: Build Shared Background Knowledge

We all know the best lessons start with students having similar background knowledge! The Anchor activity was created to do just that – give everyone a shared experience and jumping off point for further discussion. A great option for this step is the subject-based webinar. We've even suggested some great places to stop and share thoughts – with suggested conversation starters and questions!

Step 4: Group Discussion or Learning Activity

Engagement all the way! This part of the PD is all about letting participants share their voice and show their knowledge. We share different ideas for getting participants involved and thinking critically about the content. This is also the place where you can see how well your message was received and check for understanding!

Step 5: Application Activity

Taking new content beyond the scope of the discussion is paramount if you want new practices to take hold. We provide options for an exit activity that lets participants leave with something they can apply in their classrooms the next day!

Step 6: Coach Connection

Research tells us only 10% of new content makes it into the classroom from workshops alone – it is the follow-up that really matters! The coach connection is how you make that happen. We provide plenty of follow-up resources you can use when you revisit the topic with teachers in their own classrooms or future discussions!

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EXPLICIT INSTRUCTION Planning Sheet

Activity

Notes

Step 1
Prime the
Team

Step 2
Anchor the
Team

Step 3
Build Shared
Background
Knowledge

Step 4
Group Discussion
or
Learning Activity

Step 5
Application
Exit Activity

Step 6
Coach
Connection

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EXPLICIT INSTRUCTION Planning Sheet

Activity

Notes

Anita Archer Podcast (49 Minutes)
—before the first meeting

Step 1
Prime the
Team

Send teachers the link a week in advance with suggestions for how to listen in the car, reminder 2 days before

Team meetings:
Discussion questions for podcast

Step 2
Anchor the
Team

Discuss podcast at team meetings, print questions to bring

After school meeting: Watch Explicit Instruction Webinar using the viewing guide (29 Min)

Step 3
Build Shared
Background
Knowledge

Print webinar viewing guide

Paper crane activity

Step 4
Group Discussion
or
Learning Activity

Need paper for paper crane activity

At following team meeting: watch decoding instruction video (7 min)

Step 5
Application
Exit Activity

Bring explicit instruction checklists for teachers to use

Plan times to check in with teachers as they implement explicit instruction. Use explicit instruction checklist for informal feedback.

Step 6
Coach
Connection

Plan times with teachers ahead of time with a focus on phonics instruction. Print and bring explicit instruction checklist.