Praise for *Explicit Direct Instruction (EDI)*

by John R. Hollingsworth and Silvia E. Ybarra

I flagged page after page. I had been a classroom teacher for ten years and was unaware of many of the EDI strategies.

—**Peter Whitmore,** Collaborative Coach
Menifee Unified School District
Menifee, CA

Before EDI, our school was a ship adrift at sea with everyone rowing in different directions. EDI has provided us with a framework for instruction and a common language that allowed us to all row in the same direction. By doing so, we exited program improvement within the first two years of implementation, after having been in sanctions for the previous ten years. Additionally, using the framework and common language of EDI we were named a 2015 honor roll school by the Educational Results Partnership.

—**Benjamin Luis,** Principal
Liberty Middle School
Lemoore, CA

Gansevoort was one of the first schools in our district to get off the focus list. I attribute a lot of that to the EDI strategies.

—**Kathy A. Bragan,** Director of Support Services
Rome City School District
Rome, NY

Once teachers experienced EDI, they saw the value. Many teachers have told me they can't remember how they taught before.

—**Dr. Wesley Severs,** Principal
Washington Elementary
Sanger, CA

EDI makes students accountable. They see now that school is a place to work and learn and play, and they love it. Because even though it is hard, they are doing well.

—**Trudy Cox,** School Instructional Coach
St. Mary Star of the Sea Catholic School
Carnarvon, Western Australia

Fast-paced, interactive, and highly useful! Thanks!

—**Tami Francis,** Vice Principal
Gallatin Elementary School
Downey, CA

This was so practical, informative, and inspiring! I loved the modeling and being able to see how to do this kind of teaching. So much to love!

—**Brielyn Flones,** Eighth-Grade ELD Teacher
Vista Charter Middle School
Los Angeles, CA

Thank you for giving us real strategies that I can take to my classroom and use right away!

—**Darla MacDonald,** Second-Grade Teacher
Fenton Primary Center
Los Angeles, CA

EDI keeps students engaged throughout the lesson! It gives students the opportunity to speak and listen to each other during the lesson. Students discuss vocabulary and read aloud during EDI which gives them practice in Reading, Speaking, Listening, and Writing. Students do all the work during a lesson! Pair-Share is a great strategy to help English Learners with speaking and practicing the vocabulary!

—**Yvette Mezzanatto,** Fifth-Grade Teacher
Crestmore Elementary School
Bloomington, CA

EDI training has helped our teachers develop lessons that are more rigorous and engaging for our English Language Learners.

—**Fidelina Saso,** Assistant Superintendent
Lost Hills Union School District
Lost Hills, CA

One of our specialties is research on instruction and training. In both K–12 education and in higher education, we find that the features of the DataWORKS program fit all of the research that we think is the best evidence right now. You owe it to yourself and to your students to at least give it a try.

—**Dr. Richard Clark,** Director
Center for Cognitive Technology
University of Southern California, Rossier School of Education
Los Angeles, CA

I would like all teachers in our district to be exposed to DataWORKS. Only then will there be systemic change for our students.

—**Gloria Evosevich,** Principal
Nichols Elementary School
Lodi, CA

Students in an EDI classroom share the teaching responsibilities. They eagerly participate during Pair-Share and remind the teacher if s/he has forgotten "their time." It is a very non-threatening environment and students are prepared for success.

—**Katey Hoehn**
Retired K–8 Administrator

EDI totally transformed my teaching of both children and adults. It is research-based, easy to use, and rewarding for both the teacher and the students. Most importantly, it works!

—**Dr. Christopher J. Quinn**
Associate Professor Emeritus, School of Education
Azusa Pacific University

EDI is a difference maker for all students. High achievers are given the opportunity to explore the curriculum in depth and at the highest level. Challenged students are provided scaffolds and support so they can access what is being taught.

—Allan Waterman
Retired Principal, Nicolas Junior High School, Fullerton, California
Senior Adjunct Professor, University of LaVerne
Instructor, Chapman University

EDI and the DataWORKS model of school improvement made a dramatic impact on classroom instruction in the schools of South Carolina. The delivery of instruction using this program provided clarity and a focus in addressing state standards and the learning environment in classrooms.

—Danny Shaw
Past President of the South Carolina Association of School Administrators
National Distinguished Principal

What is the best way to teach students? The answer is Explicit Direct Instruction. I am a retired principal, director, and adjunct professor in California. I have been using the model of EDI published by DataWORKS for the past 10 years. I have taught it to teachers and future administrators. I have also used it in teaching my own adult students.

—Alice Rodriguez, EdD
Retired Administrator

This book is dedicated to all teachers who are working hard every day to improve learning for students, especially for struggling students.

Explicit Direct Instruction (EDI)

The Power of the Well-Crafted, Well-Taught Lesson

Second Edition

John R. Hollingsworth

Silvia E. Ybarra

CORWIN
A SAGE Publishing Company
dataworks
Educational Research

CORWIN
A SAGE Publishing Company

FOR INFORMATION:

Corwin
A SAGE Company
2455 Teller Road
Thousand Oaks, California 91320
(800) 233-9936
www.corwin.com

SAGE Publications Ltd.
1 Oliver's Yard
55 City Road
London EC1Y 1SP
United Kingdom

SAGE Publications India Pvt. Ltd.
B 1/I 1 Mohan Cooperative Industrial Area
Mathura Road, New Delhi 110 044
India

SAGE Publications Asia-Pacific Pte. Ltd.
3 Church Street
#10-04 Samsung Hub
Singapore 049483

Printed in the United States of America

Library of Congress Cataloging-in-Publication Data

Names: Hollingsworth, John, author. | Ybarra, Silvia, author.

Title: Explicit direct instruction (EDI) : the power of the well-crafted, well-taught lesson / John R. Hollingsworth, Silvia E. Ybarra.

Description: Second Edition (Revised Edition) | Thousand Oaks, California : Corwin, A SAGE Company, [2018] | Previous edition: 2009. | Includes bibliographical references and index.

Identifiers: LCCN 2017022418 | ISBN 9781506337517 (Paperback : acid-free paper)

Subjects: LCSH: Teaching. | Effective teaching. | Learning, Psychology of.

Classification: LCC LB1025.3 .H645 2018 | DDC 371.102—dc23
LC record available at https://lccn.loc.gov/2017022418

This book is printed on acid-free paper.

Acquisitions Editor: Ariel Bartlett
Senior Associate Editor: Desirée A. Bartlett
Senior Editorial Assistant: Katie Crilley
Production Editor: Melanie Birdsall
Copy Editor: Deanna Noga
Typesetter: C&M Digitals (P) Ltd.
Proofreader: Sally Jaskold
Indexer: Marilyn Augst
Marketing Manager: Anna Mesick

17 18 19 20 21 10 9 8 7 6 5 4 3 2 1

• Contents •

Preface to the Second Edition: *What's New in EDI* **xi**

Acknowledgments **xiii**

About the Authors **xv**

Chapter 1 • Students Say, "I Can Do It!" **1**

The Day I Saw the Breakthrough in Classroom Instruction 1
Where Our Research Began: Student Achievement 2
Where Our Research Led: Classroom Instruction 3

Chapter 2 • Are Some Approaches Better Than Others? *What Is Effective Instruction?* **9**

Why Are Children Sent to School? Talent Discovery Versus Talent Development 9
The Teaching/Learning Dilemma: Speed Up or Slow Down 10
Criteria for an Instructional Approach 10
Two Philosophies About Education 10
High-Stakes Testing 11
What to Do? 11
EDI Is Not Lecturing 11
EDI Is Not Scripted 12
Research Supports Direct Instruction 12
When to Use Group Work 13

Chapter 3 • Good Instruction Is Always Good Instruction: *An Explicit Direct Instruction Overview* **15**

What Is Explicit Direct Instruction? 16
Explicit Direct Instruction Lesson Design 16
Explicit Direct Instruction Lesson Delivery 17
How to Use EDI in Your Classroom 19

Chapter 4 • Creating Engaged Students: *Use Engagement Norms!* **21**

Student Engagement Is *Created* When You Ask Your Students to Do Something 21
History of Student Engagement Norms 21
Student Engagement Norm 1: Pronounce With Me 22
Student Engagement Norm 2: Track With Me 23
Student Engagement Norm 3: Read With Me 23
Student Engagement Norm 4: Gesture With Me 29
Student Engagement Norm 5: Pair-Share 31
Student Engagement Norm 6: Attention Signal 33

Student Engagement Norm 7: Whiteboards 34
Student Engagement Norm 8: Use Complete Sentences (Public Voice, Academic Vocabulary) 37
Training Students in the Engagement Norms 39
Summary 40

Chapter 5 • Is Everyone Learning? *Checking for Understanding* **41**
What Is Checking for Understanding? 42
TAPPLE—Checking for Understanding the EDI Way! 45
Teach First 45
Ask a Specific Question 47
Pair-Share 48
Pick a Non-Volunteer 53
Listen Carefully to the Response 56
Effective Feedback 56
Summary 57

Chapter 6 • Everyone Learns: *Corrective Feedback and Whiteboards* **59**
Listen Carefully to the Response 59
Effective Feedback 59
Whiteboards, the Best Way to CFU! 64
Summary 70

Chapter 7 • Establishing What Is Going to Be Taught: *Learning Objective* **73**
Part I: Well-Designed Learning Objectives 74
Part II: Writing Standards-Based Learning Objectives 79
Part III: The Learning Objective Must Be Presented to the Students 85
Summary 88

Chapter 8 • Connecting to What Students Already Know: *Activating Prior Knowledge* **89**
Part I: What Does It Mean to Activate Prior Knowledge? 90
Part II: How to Activate Prior Knowledge 94
Summary 103

Chapter 9 • These Are the Big Ideas: *Concept Development* **105**
Part I: Concept Development Design 105
Part II: Concept Development Delivery 121
Summary 129

Chapter 10 • I'll Work a Problem First: *Rule of Two—Skill Development and Guided Practice* **131**
Skill Development (Teacher) 132
Guided Practice (Students) 132
How to Design Skill Development and Guided Practice 134
How to Teach Skill Development/Guided Practice 141
Summary 152

Chapter 11 • This Is Important to Learn: *Relevance* **153**
Relevance 154
When Do You Teach Lesson Relevance? 154
How Do You Provide Lesson Relevance? 154
How to Design Lesson Relevance 155
How to Teach Lesson Relevance 158
Summary 161

Chapter 12 • Making One Final Check: *Closing the Lesson* **163**
Closing the Lesson 164
How to Provide Lesson Closure 165
When Closure Is Complete, Initiate Independent Practice 170

Chapter 13 • Planning for Success: *Differentiation and Scaffolding* **171**
Differentiating and Scaffolding to Increase Student Success 172
In-Class Interventions and Out-of-Class Interventions 175
Response to Intervention (RTI) and EDI 176
Summary 176

Chapter 14 • Having Students Work by Themselves: *Independent Practice and Periodic Review* **177**
Starting With the End in Mind: The Independent Practice Must Match the Lesson 178
Periodic Review 180
Summary 181

Chapter 15 • Creating Well-Crafted Lessons: *Putting It All Together* **183**
Creating EDI Lessons From a Textbook 184
Creating Your Own EDI Lessons 188
DataWORKS Enters the Classroom to Teach 191

Chapter 16 • Looking at All the Components: *Analyzing a Sample Lesson* **193**
Use educeri.com for EDI Lessons 193
EDI Lesson Layout 193
Summary 204

Resources: *What the Research Says* **205**
References **211**
Index **217**

• Preface to the Second Edition •

What's New in EDI

It's been several years since we wrote our first Explicit Direct Instruction (EDI) book. Yet our knowledge and experience in curriculum and instruction has continued to grow every year, and we knew these new ideas could help teachers in the classroom.

Our experience has been gained in several ways. We have worked with thousands of teachers in the United States and around the world. We've personally taught students from pre-school through high school, so teachers could see EDI in action with their own students.

Our company, DataWORKS Educational Research, has written a complete pre-K to 6th grade curriculum that includes 2,500 original EDI lessons. Our ongoing work with English Learners inspired us to write *Explicit Direct Instruction for English Learners* (Hollingsworth & Ybarra, 2013). More recently, our company published two ELD (English Language Development) programs, *Launch to Literacy* and *Link to Literacy*.

EDI Updates

Even if you have read the original book, there are many additional practices in this new edition that will enhance your teaching. This edition fine-tunes and extends EDI so that it is even easier to use and more effective. Here are seven major changes:

1. Systematized Student Engagement

One of the biggest updates in EDI is the *Student Engagement Norms*. They're used continuously throughout EDI lessons to keep students academically engaged while at the same time supporting literacy. Although individual Engagement Norms, such as pair-share and whiteboards, were included in the first book, the consistent use of a single set of eight strategies to teach any part of a lesson is new.

2. Checking for Understanding Feedback Strategies

Checking for Understanding continues to be the bedrock of instruction, but in this edition we have greatly expanded how to provide corrective feedback to students when they're unable to answer Checking for Understanding questions. Our goal is 100% correct answers through the use of effective, corrective feedback.

3. Clearer Alignment to Standards

The Learning Objective chapter and the example lessons used throughout the book have been updated to reflect our experience in using the latest content standards, including Common Core State Standards.

4. Simplified Concept Development

Concept Development has been simplified with the focus on written definitions, labeled examples, and Checking for Understanding questions.

5. Rule of Two

The Skill Development and Guided Practice chapters underwent a major revision to incorporate our new teaching strategy: *Rule of Two*. Using the EDI *Rule of Two*, teachers provide mirrored problems: one for them to work and then a matching problem for the students.

6. Planning for Differentiation and Scaffolding

Explicit Direct Instruction has always included extensive differentiation and scaffolding. In this edition, we added a separate chapter on how to plan for success before the lesson, during the lesson, and after the lesson using differentiation and scaffolding.

7. Online Lesson Bank

The final change in this book is the use of sample lessons taken from our online lessons at educeri.com. This website has over 1,000 ready-to-teach EDI lessons for teachers to use.

Research

EDI has always been based on best practices in education. In the years before the first edition and between editions, we have pioneered our own research in tens of thousands of classrooms around the world. We have also drawn on recent research from John Hattie, Robert Marzano, David Sousa, Dr. Dick Clark, and others. We are pleased to say that most relevant educational research validates the principles of EDI. Buzzwords in education change frequently, but the core of what works in the classroom remains consistent.

Dive In!

If you are familiar with EDI, then you'll appreciate all these refinements, and you'll be able to put them to work right away in your classroom.

If you're new to EDI, then this edition will bring you up to speed with all the strategies that have been proven to work in the classroom. The comments from the educators at the beginning of the book tell you one thing—EDI works!

Happy teaching, and e-mail us (john@dataworks-ed.com; silvia@dataworks-ed.com) if you have questions.

• Acknowledgments •

We wish to thank all those who gave us the insight, inspiration, and knowledge to write this book. Without them, we could not have completed it.

We would like to thank DataWORKS consultant Dr. Arlene Simmonds for her detailed reports on classroom observations. Her repeated assertions that she was not seeing research-based strategies being used in multiple classroom observations alerted us to the need of focusing on classroom practices and ultimately to writing this book.

DataWORKS consultants, including Gordon Carlson, Joe Ybarra, Cynthia Kampf, and Larry Federico, have helped implement our vision of effective classroom practices while training and supporting thousands of teachers across the United States and around the world.

Many school and district administrators have helped us, too. Adolfo Melara was one of the first principals who really understood the importance of supporting implementation in the classroom. He even taught classes himself for his teachers to see Explicit Direct Instruction in action. He is the principal in the "I Can Do It" chapter and is described again in the Periodic Review observations.

We would like to thank our teams at DataWORKS. Our dynamic programming team processed literally millions of pieces data from schools across the United States. Many of our insights about lessons and instruction came from this data. Our tireless production team has provided on-time collections, organization, and mailings of materials to and from thousands of schools.

Our curriculum development team, led by super-organizer Katie Burchfield, has analyzed millions of student assignments. They have worked indefatigably to design and write thousands of powerful EDI lessons. They have written two complete English Language Arts curriculums, one for Australia and one for the United States. They have written a six-level English Language Development (ELD) curriculum used for designated ELD instruction.

Katie also led the development of our new online digital resource site for teachers called educeri.com. Kudos also to the entire innovation team, which included Alex Chavez (consultant, resident math expert, and Director of Innovation), Carlos Luna (Marketing Analyst and IT Manager), and Elias Ibarra (Art Director and Web Designer). We are also pleased to have the marketing insights and energy of Client Relations Manager Joel Soto.

Thanks also to Mike Neer, who has served as the editor not only of our books but also of all our lessons for many years; to Chris Jones, who has been the expert of lesson analysis in multiple subjects and served as voice talent on some lessons; to Trish Bogdanovich, who has spearheaded our new Launch and Link to Literacy curriculums; and to Traci Banks, our longtime accounting and purchasing manager who makes sure the office continues to run smoothly.

Many other staff members, past and present, have contributed to all our efforts, and we are grateful for their help to make the DataWORKS school vision—*All Students Successfully Taught Grade-Level Work Every Day*—a reality.

A final note for administrators reading this book: It's not a relentless focus on improving test scores that raises test scores. It's a relentless focus on optimizing the effectiveness of how students are taught before the tests are given that raises test scores. And that's what this book is all about.

Publisher's Acknowledgments

Corwin gratefully acknowledges the contributions of the following reviewers:

Julie Frederick, Kindergarten Teacher
Broadview Thomson K–8
Seattle, WA

Dr. Virginia E. Kelsen, Secondary, Executive Director
Chaffey Joint Union High School District
Ontario, CA

Louise O'Donovan, Principal
Beeliar Primary School
Perth, Western Australia

• About the Authors •

The authors, husband-and-wife team of John Hollingsworth and Dr. Silvia Ybarra, are cofounders of DataWORKS Educational Research. The information in this book is based on their experiences in education and their 20 years of field work with DataWORKS working with teachers and students across the United States and around the world, most recently in Australia and China.

John R. Hollingsworth is president of DataWORKS Educational Research, a company focusing on optimizing effective and efficient classroom instruction that helps students learn more and learn faster the first time they are taught. In his work at DataWORKS, John trains teachers and administrators throughout the United States and around the world. He and his wife, DataWORKS cofounder Dr. Silvia Ybarra, live on their organic vineyard in Fowler, California, along with their four rescue farm dogs Ulysses, Virgil, Athena, and Pandora.

Dr. Silvia E. Ybarra began her career in education as a physics and chemistry teacher at Roosevelt High School in Fresno, California. She next became principal of Wilson Middle School in Exeter, California, which under her leadership became a prestigious Blue Ribbon school. Silvia then was named assistant superintendent of Coalinga-Huron School District. Her focus progressed from helping one classroom, to helping one school, to helping an entire district, finally to helping teachers everywhere. Silvia cofounded DataWORKS Educational Research to improve learning for low-income and minority children.

John Hollingsworth and Silvia Ybarra are coauthors of *Explicit Direct Instruction: The Power of the Well-Crafted, Well-Taught Lesson* (2009), *Explicit Direct Instruction for English Learners* (2013), and along with Joan Ardovino, *Multiple Measures: Accurate Ways to Assess Student Achievement* (2000).

John Hollingsworth can be reached at john@dataworks-ed.com. Silvia Ybarra can be reached at silvia@dataworks-ed.com.

1

Students Say, "I Can Do It!"

The Day I Saw the Breakthrough in Classroom Instruction

A few years ago, a principal and I (John) were making classroom observations. We were providing feedback and coaching to teachers, and we were measuring implementation of my training on effective lesson design and lesson delivery. By the end of the day, I knew I had the solution for increasing student learning for all students.

I held my jacket collar tightly as the middle school principal held the door open against a chilling wind. Two quick steps and I was glad to be inside the warm, portable bungalow. I looked around to see students stuffed like sardines, sitting shoulder to shoulder at cafeteria tables that served as desks. Squeezing past the students, we edged toward the back of the classroom. At first glance, the facilities did not appear to be conducive to learning.

Mrs. B stood at the side of the classroom chatting with her students. She was a new teacher, and I was wondering how well she would implement the Explicit Direct Instruction strategies I had provided during the school's recent staff development training.

Suddenly, Mrs. B stepped to the front of the classroom and began teaching by telling her students exactly what they were going to learn. It was a great start, and we watched with eager anticipation as the lesson began to unfold.

It would turn out to be more than a great lesson. It was a superb lesson and one that permanently changed my views on education. We watched as she skillfully pulled together strategy after strategy. All her students were engaged and learning.

After about 40 minutes, Mrs. B began closing the lesson. She wrote a problem on her overhead, projecting it onto a screen behind her. She looked out at her students and announced, "Students, before I assign tonight's homework, I want you to show me one final time that you know how to do these types of problems."

Pointing to the screen, she continued, "Work this problem for me on your whiteboards. Be ready to show me your work when I ask you to hold up your boards, and cover your boards so your neighbors can't copy your work."

A wave of pops and clicks went through the room as the students uncapped their erasable marking pens and started working on their individual 12" × 12" whiteboards. Mrs. B walked slowly back and forth across the front of the classroom waiting for the students to finish.

After a few moments, she asked the students to hold up their whiteboards. She started scanning from one side of the classroom to the other, looking carefully at

the whiteboards. Her eyes lit up because she could see her students had the correct answers. Then the most amazing thing happened.

The students in the back of the room started swiveling in their seats, swinging their whiteboards away from the teacher and aiming them directly at the principal and me instead. They started pointing to their answers while excitedly whispering, "I can do it! I can do it!"

I almost melted in my chair. My mouth opened, but I couldn't say anything. I just sat there. The principal had a big smile on his face as he slowly lifted his right hand and gave a big thumbs-up to his students. "You can do it," he replied.

The bell rang, signaling the end of class. Mrs. B quickly gave the homework assignment as we gathered our observation forms and clipboards in our arms. As soon as we stepped outside, the principal blurted out, "Did you see how excited the students were at the end of the lesson when they held up their whiteboards? They could do it, and they knew that they could do it!"

Clutching my coat against the cold air, I replied, "Think carefully about what you and I just saw. No one would ever again say, 'These kids can't do it,' not if they had just seen this lesson. It was a perfect example of showing that kids can be taught to do it."

I hesitated a moment, thinking about the cramped room, the cafeteria tables serving as desks, and Mrs. B in the front of the class delivering content to her students. I turned and looked the principal right in the eye and said, "You know, we have just witnessed something very important today. All over the country, educators are working hard to increase student learning and student achievement, and we have just seen the solution to the educational problem. It's the well-designed, well-taught lesson."

I have thought about that day many times since. We had observed what I call "the day the educational problem was solved"—a well-designed, well-taught lesson, and the kids got it. "I can do it" still rings in my ears.

Later on I was talking with coauthor Silvia about what I had seen. She replied with a simple concept: "Students learn best from a skillfully executed lesson." I thought about activities I see at schools, many in the name of school reform: after-school tutoring, block scheduling, hiring a new superintendent, buying new buses, school modernization, parent bake sales, reorganizing the district office personnel chart, and buying program after program after program until there is no room left to store them all. What is the one thing that's often missing from all these activities? A relentless focus on improving how students are taught in the classroom, the first time. That's what is missing.

And I knew we had just seen the answer. It's the well-crafted, well-taught lesson.

Where Our Research Began: Student Achievement

Silvia and I started our company, DataWORKS Educational Research, in 1997 with the single purpose of using real data to improve student learning, especially for underperforming students. In fact, that's why we selected the name DataWORKS. At first, we thought that using real data meant disaggregating student achievement data, and that's how we started.

Our first disaggregations were for Silvia's doctoral dissertation. Then, starting with one district's state test results, we rapidly expanded, mostly through word of mouth, to analyzing student achievement data for over 600 schools per year. Schools and districts loved our colorful disaggregated data charts and graphs and our interpretations of what the data meant. DataWORKS was off and running. In 2000, 3 years after we started DataWORKS, Corwin published our book on assessments written

with Joan Ardovino, *Multiple Measures: Accurate Ways to Assess Student Achievement*.

However, when *No Child Left Behind* was signed into law in 2002, the direction of education shifted. Educators were not talking about assessments in a general way anymore. They were focused on mandated, annual state testing. Plus, it was no longer enough to analyze test scores; we had to improve test scores.

This became crystal clear when a principal held up one of my reports and said, "Don't show me the test scores. Show me how to **raise** the test scores." This got us to thinking: Do you raise test scores by testing students or by teaching them? We realized this whole idea of looking at test scores is backwards. We measure students over and over, but rarely measure how they are being taught.

At about the same time, I had been reading a business book on process improvement. The book said that businesses improve product quality by continuously improving the processes used to make them, not by improving the processes used to look for defects. In an instant, Silvia and I completely redesigned DataWORKS, knowing that we could improve education by focusing on how students are taught, not by furthering our ability to analyze test scores. We needed to look at teaching, not testing.

We then broadly expanded the "data" in DataWORKS to include measurements of classroom teaching practices. We began collecting student work to see **what** students were being taught. We began going into classrooms to see **how** students were being taught.

As we switched our focus from outputs (student performance) to inputs (teaching practices), we developed our own definition of school reform—improving how students are taught. We coined the phrase, "It's better inputs that produce better outputs." A teacher once told us, "Better teaching, better learning, better test scores." We knew we had the secret to true school reform: **Every time teaching improves . . . even a little bit . . . students learn more, and that's how test scores go up.** Or to put it another way, when students learn more, test scores soar.

As we observed more and more classrooms and studied research on instruction, we realized that we could help teachers make classroom instruction more effective. Our goal was for students to learn more and learn faster. And the focus would be on the lesson itself.

Where Our Research Led: Classroom Instruction

This is a book about classroom instruction—designing and delivering effective lessons to students. We present what we have discovered about education and what is needed so students can be successful—and not just some students, but all students.

The essential classroom instructional skills presented in this book are not all new strategies. Many are tried and true research-based strategies that have been around for a long time. I like to think that we "operationalized" 100 years of educational research into our own unique, easy-to-understand instructional model that we call Explicit

Direct Instruction. In this book, we define what essential instructional skills are, show what they look like in the classroom, and describe why they are important to use.

Reading the research-based literature and even teaching in the classroom was not what allowed us to be able write this book about classroom teaching. It wasn't until we did our own classroom investigations that we really understood educational processes and were able to connect what research was saying to what should be happening in the classroom. We did this by going into thousands and thousands of classrooms to measure and quantify the actual strategies being used, to see how students are, in fact, being taught. What we found surprised us. Although most teachers know the words of instructional methodology, such as Modeling, Learning Objective, Guided Practice, and Checking for Understanding, there are many different interpretations and very little consensus of what each strategy looks like in the classroom. In addition, we discovered that there are wide variations in levels of implementation in different classrooms.

Although Silvia and I originally started our company, DataWORKS Educational Research, to use real data to help students learn more, our unyielding focus on measuring, monitoring, and improving educational processes is turning into one of the largest educational research projects ever conducted. Prior to writing the first edition of this book in 2009, the DataWORKS staff had

- Disaggregated four million state-level student test results
- Collected and analyzed 2.3 million student assignments to measure alignment to specific state content standards. This DataWORKS-developed process is called Curriculum Calibration and has been conducted in several states. One of our largest projects included analyzing 646,270 student assignments from 761 schools for the South Carolina Department of Education in 2004–2005
- Observed 35,000 teachers. We developed a process called Instructional Calibration, where we sit in the back of classrooms to quantify classroom implementation (and sometimes lack of implementation) of 119 specific classroom practices, such as lesson design components, lesson delivery strategies, cognitive strategies, English Learner strategies, time-on-task, and use of higher-order questions
- Surveyed more than 100,000 educational stakeholders to collect perception data from students, parents, teachers, and administrators

Common Core

In 2010, the Common Core State Standards were released. Most states have adopted these standards directly or created similar versions of their own. Today, Learning Objectives in English Language Arts (ELA) and math are taken from these new standards.

Effective instructional strategies don't radically change because of new standards. For example, teachers still need to define concepts, model their thinking, and Check for Understanding. In fact, the new standards don't take any position on how they are to be taught. The standards describe what students should know by the end of each year in school.

One effect of the new standards, however, is the new testing. This calls for new types of questions in the classroom, such as multiple correct answers, textual evidence, error analysis, and so forth. There are many more inferential questions.

The new math questions focus more on concepts rather than mathematical computations, requiring EDI lessons to have a renewed focus during Concept Development.

Daily lessons now need to reflect these new approaches to assessment.

Exciting New Projects

We have worked on many large projects since the first edition of this book. Each of these projects has helped us fine-tune specific strategies teachers could use to help their students. Here's a quick summary of our ongoing research and projects.

DataWORKS Focuses on English Learners

In 2013, we partnered with Corwin and published ***Explicit Direct Instruction for English Learners***. This book covers the strategies of Explicit Direct Instruction but with a major focus on the modifications needed for English Learners, including comprehensible input (strategies to make your speech more understandable), vocabulary development, and language objectives (listening, speaking, reading, and writing in English). We also started providing training in strategies for teaching English Learners.

Note. Coauthor Silvia Ybarra is an English Learner herself, and this is one of her personal interests.

StepUP Academy

Many people have summer school programs, but we developed our StepUP Academy with a specific goal: accelerate students by pre-teaching next year's standards in the summer. This was originally designed for English Learners, but has been used by schools across the United States.

The StepUP Academy is a turn-key program for ELA and/or math. The curriculum is taught directly from our online EDI lesson bank at educeri.com using a clickable pacing calendar for each day.

Each day has EDI lessons from standards for the students' upcoming school year. (Most schools choose to focus on informational text standards.) We also include other grade-level-specific activities such as sight words, reading fluency practice, flash cards, addition facts, multiplication facts, periodic review, quizzes, and so forth.

Training and classroom coaching are a major part of an Academy. In fact, most schools consider it as an opportunity to have teachers practice EDI.

DataWORKS Goes Across Australia

In 2014, we were invited to Australia to help teachers in remote schools.

Within 30 days of the training, we were asked to be part of a national Australian Department of Education grant to improve literacy in remote primary schools across Australia.

This developed into one of our largest projects ever, a 14-month lesson writing marathon to produce a complete English Language Arts curriculum for use in Australia. It was a race. As they were teaching one quarter, we were busy writing the next quarter. Lessons flew across the globe via the Internet. By the time we were done, our curriculum included over 2,500 Explicit Direct Instruction ELA lessons that provided 2.5 hours per day of instruction for pre-K to sixth grade.

John teaches *the life cycle of the crocodile* in Australia. The EDI Student Engagement Norms poster is on the wall behind him. The screen shows Concept Development.

(*Note*. This curriculum is taught using PowerPoint and includes matching student workbooks. The curriculum includes a pacing calendar that links to daily lessons, assessments, and periodic review. Teachers just click on the day and start teaching.)

We have been to Australia several times to train teachers and teach demonstration lessons for all grade levels. This included extensive seat time in small airplanes flying in and out of dirt landing strips, and even 4-wheeling to reach some schools. In the most remote areas, we slept in tiny rooms on school grounds and did not wander around at night since there were crocodiles in the surrounding woods.

This project helped us expand well beyond writing individual lessons. Now we had created a complete 180-day paced curriculum, one that covered every standard, properly sequenced, and included periodic review, quizzes, and tests.

China Wants to Learn English

In 2016, we were invited to China where we trained 1,500 Chinese teachers who teach English. We also observed and provided feedback on elementary, middle school, and high school classroom lessons.

Educators in China are interested in Explicit Direct Instruction for teaching English. Right now, there are more Chinese students learning English in China than there are people speaking English in the United States, and Chinese educators are looking for more successful methods for teaching English.

Authors John Hollingsworth and Silvia Ybarra train teachers in China.

We had an awakening from our work in China. In the United States, we focus on English Learners. English Learners in the United States are students learning English as a *second* language in an English-speaking country. These students have native speakers around them at school and in media.

Learning English in China is different. Three hundred million Chinese students are learning English in a country that does not speak English. They are not surrounded by native speakers. Chinese students are learning English as a *foreign* language for 45 minutes a day from a non-native speaker.

Our new insights about the differences in learning English as a second language and learning English as a foreign language have helped us improve instruction for both types of students.

Going Online: Lessons

With all the international interest, we now wanted to provide lessons that teachers anywhere in the world could use, and the Internet allowed us to do that. In 2016, we launched our online lesson service, educeri.com. This site has click-and-teach EDI lessons that are taught from any device connected to the Internet. Educeri grows every day and is already being used by thousands of teachers in 45 states and 18 foreign countries.

Going Online: Complete Curriculum—ELD, ELA

In 2017, we published our *Launch to Literacy* English Language Arts curriculum. It has two purposes: It serves as a complete K–2 English Language Arts program, or it can be used as a three-level English Language Development (ELD) program. It has a strong focus on learning to read and includes complete lessons for phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.

We also released *Link to Literacy*, third- through sixth-grade English Language Arts curriculum, which also provides three additional levels of ELD.

Both *Launch to Literacy* and *Link to Literacy* are accessible through educeri.com. Teachers can select individual lessons or click on pacing calendars to access sequenced lessons, periodic review, flashcards, quizzes, and assessments.

Enough about our new projects. Let's turn the page and start thinking about how we apply this research to classroom instruction, so your students will say, "I can do it!"

Photos courtesy of DataWORKS