

Explicit Direct Instruction

Coons, L., Bonelli, L., & Holt, P. M. (2016). *The impact of the EDI framework and inquiry-based learning strategies on student achievement in middle school* (Order No. 10182895). Available from ProQuest Dissertations & Theses Global. (1850989751). Retrieved from <https://login.libsrv.wku.edu/login?url=https%3A%2F%2Fsearch.proquest.com%2Fdocview%2F1850989751%3Faccountid%3D15150>

The study cited above was reviewed by our advisory leadership team who made the recommendation to select this intervention. Participants in this study come from a large, semi-urban middle Tennessee school district. The study was conducted in schools that had demonstrated previous low academic achievement. Walton-Verona Middle School teachers are implementing KY State Standards for the first time during the year of the study. Walton-Verona will be implementing the new/revised KY State Standards during the coming year as well. Study results show that when teachers consistently implement Explicit Direct Instruction (EDI) as their instructional design and delivery model, student achievement increases. During the 2022 Diagnostic Review of Walton-Verona Middle School, the team identified an improvement priority for standard 2.7, which stated in part: “Engage all educators in developing, implementing, monitoring, and documenting a school-wide instructional process, which ensures individual learner needs are met.” Walton-Verona Middle has decided to implement EDI as their instructional process as it aligns directly to the unit planning tools PLCs have been using to develop standards based units of study. Teachers will receive professional learning in all aspects of EDI with coaching and modeling provided by instructional coaches. Instructional walkthroughs conducted by the Walton-Verona leadership team will focus on consistency and efficacy of implementation of all parts of the EDI instructional process.

Based on our review of the evidence and the data for our school we believe this would be level III evidence because of the quasi-experimental design a

LEGEND

Study citation

A discussion of the study and its findings

A discussion of the local context

A discussion of stakeholder input

An estimation of the ESSA evidence level