

Direct Instruction

NEWS

ADI Effective School Practices

DON CRAWFORD and RANDI SAULTER, Editors

A Season for Renewal and Advancement

Well, for some of us it was “in like a lion and out like a lamb.” For others of us it is “in like a lion and out like a lion.” For all of us, however, it is spring—a time of renewal. Spring is the time to look around the classroom, school, or district and see how far our students have come and what we can do to take them as far as possible before summer.

In this issue we bring you an interview with a successful school leader, Tim Young of Lyons Primary School in Georgia. Robert Harris of J/P Associates sat down with this principal of a very high-performing school who has great advice for administrators who want to dramatically improve student performance.

Additionally, we have included an article about an outstanding Milwaukee, WI, school that is using several DI programs to accelerate student progress. The school recently was recognized by the University of Notre Dame’s national Task Force on the Participation of Latino Children and Families in Catholic Schools for its academic advances. It is always a pleasure to be able to report on a school making such significant advances with a traditionally underserved population.

Another DI-using school that was recognized for its achievement is Appling County Primary School in Baxley, GA. Read about why this school was recognized as a No Child Left Behind National Blue Ribbon Award Winner. Despite criticism from some quarters about school choice, it is clear that for many students these schools are critical to their current and future success.

Recently Don had the opportunity to speak with William Schmidt, who was very involved with revising math standards for the state of Minnesota. This is important to those of us who are keen proponents of Direct Instruction math programs. Having struggled to balance our experience with moving students beyond our expectations through the use of DI math programs, with concerns about demonstrating the “new knowledge” on required standardized state tests, we are excited to hear about changes in those tests and standards to more closely align with what we cover in our teaching.

In addition to this interview, we have an article written by Don that considers the importance of the content of a lesson to making it motivating and engaging. He asks the integral question: Should teachers focus the bulk of their energy on developing interesting or engaging lessons, or is there something else that should have a higher priority?

As always, it is a pleasure to include an article by Dr. Martin Kozloff, who writes about the very important concept of teaching “big ideas.” The user-friendly article presents the features of systematic, explicit, focused, direct instruction. The first part of the article is designed to assist teachers to evaluate, select, and improve curriculum materials. The second part is designed to allow teachers to evaluate and improve instruction.

As we all work with students with challenging behaviors from time to time (or more often than that!), we are

happy to include, from Randy Sprick, a piece about “Planned Discussion.” Planned Discussion with a student—when one or more adults confers with a student about a particular concern and develops a plan for resolving it—is an often-overlooked intervention due to its apparent simplicity. However, it

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The DI News is published in the fall, spring, and summer by the Association for Direct Instruction. The Association for Direct Instruction is a professional organization dedicated to the development and dissemination of information and training for users of Direct Instruction.

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Contribute to DI News:

DI News provides practitioners, ADI members, the DI community, and those new to DI with stories of successful implementations of DI, reports of ADI awards, tips regarding the effective delivery of DI, articles focused on particular types of instruction, reprints of articles on timely topics, and position papers that address current issues. *The News'* focus is to provide newsworthy events that help us reach the goals of teaching children more effectively and efficiently and communicating that a powerful technology for teaching exists but is not being utilized in most American schools. Readers are invited to contribute personal accounts of success as well as relevant topics deemed useful to the DI community. General areas of submission follow:

From the field: Submit letters describing your thrills and frustrations, problems and successes, and so on. A number of experts are available who may be able to offer helpful solutions and recommendations to persons seeking advice.

News: Report news of interest to ADI's members.

Success stories: Send your stories about successful instruction. These can be short, anecdotal pieces.

Perspectives: Submit critiques and perspective essays about a theme of current interest, such as: school restructuring, the ungraded classroom, cooperative learning, site-based management, learning styles, heterogeneous grouping, Regular Ed Initiative and the law, and so on.

Book notes: Review a book of interest to members.

New products: Descriptions of new products that are available are welcome. Send the description with a sample of the product or a research report validating its effectiveness. Space will be given only to products that have been field-tested and empirically validated.

Tips for teachers: Practical, short products that a teacher can copy and use immediately. This might be advice for solving a specific but pervasive problem, a data-keeping form, a single format that would successfully teach something meaningful and impress teachers with the effectiveness and cleverness of Direct Instruction.

Submission Format: Send an electronic copy with a hard copy of the manuscript. Indicate the name of the word-processing program you use. Save drawings and figures in separate files. Include an address and email address for each author.

Illustrations and Figures: Please send drawings or figures in a camera-ready form, even though you may also include them in electronic form.

Completed manuscripts should be sent to:

ADI Publications
P.O. Box 10252
Eugene, OR 97440

Acknowledgement of receipt of the manuscript will be sent by email. Articles are initially screened by the editors for placement in the correct ADI publication. If appropriate, the article will be sent out for review by peers in the field. These reviewers may recommend acceptance as is, revision without further review, revision with a subsequent review, or rejection. The author is usually notified about the status of the article within a 6- to 8-week period. If the article is published, the author will receive five complimentary copies of the issue in which his or her article appears.

Renewal... continued from page 1
is a critical evidence-based tool for teachers to consider as intervention for anything from chronic tardiness to aggressive behaviors.

We hope that you enjoy this issue of the *Direct Instruction News*. We enjoyed putting it together! Please share your copy with your colleagues who are not yet members of the Association for

Direct Instruction and urge them to join us! **ADI**

BRYAN WICKMAN, Executive Director, Association for Direct Instruction

ADI News

Do you have a Facebook page yet? If you do, then you will want to become a fan of The Association for Direct Instruction. Last month we launched our fan page and have more than 30 fans to date. This page can be a useful place to get updates on training and also serve as a discussion area.

Plan now to attend the National Direct Instruction Conference in Eugene, OR, July 25–29. We have many excellent sessions, including several new sessions. Our keynote speaker this year is Carolyn Schneider. Carolyn is a veteran consultant and coach and has a wealth of experience to share. We look forward to seeing her informational and motivating presentation. Zig Engelmann will speak at the opening and closing sessions.

A few special features have been added this year. To enhance networking we will have tables set up for different interest areas during lunch, as well as organized group dinners at local restaurants. We will have an art

Help us out!

Contribute your story of success with DI! We want to hear from you!

You all have stories and it is time to share them. This is *your* journal—let it reflect your stories!

See the directions on page 2 on how to make a contribution. You'll be glad you did.

show exhibition of Zig's watercolors on Tuesday, as well as a book signing for those who purchase a copy of the limited run reprint of one of his earliest works, *Conceptual Learning*.

August 16–18 marks the dates for our first conference focusing on using DI programs with learners diagnosed with Autism Spectrum Disorders (ASD). The event will be held in Columbus, OH. We have assembled a group of highly experienced trainers who will lead the sessions and present a panel discussion on how to deliver instruction to students with ASD.

Each of these conferences offers optional college credit, and many sessions qualify for Behavior Analyst Certification Board (BACB) continuing education credits. Visit our website at <http://www.adihome.org> to download complete brochures and registration information and sign up online.

ADI Board of Directors Inducts Paul McKinney into DI Hall of Fame

Longtime Direct Instruction trainer Paul McKinney was voted into the ADI Hall of Fame in February. Paul has been involved in DI for more than 40 years. He taught in public schools in Central New York for 22 years, where he says he learned more about teaching than he did from taking any methodology class in undergraduate or graduate school. He was an independent consultant as well as a project manager for Project Follow Through for several years. In 1989 he partnered with Jane Feinberg to form JP Associates, and in 1999 he formed Educational

Resources, Inc. (ERI) with partners Molly Blakely and Ed Schaefer.



Paul McKinney

Paul is proud to say that during his entire professional career he has been associated with a very unique cadre of professionals and a powerful set of instructional programs that come under the “umbrella” called Direct Instruction. Paul will be honored at the Awards Reception to be held in conjunction with the National Direct Instruction Conference on July 25. **ADI**

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Presenting Lessons that are Motivating and Engaging: How Much Does Content Matter?

Everyone is in favor of exciting and interesting lessons that capture student interest and engagement. Most adults think back to the occasional lesson they remember from their childhood that stood out for being more exciting than the run-of-the-mill lesson. Often, educators point to hands-on science museums or Discovery Channel programming that they feel stimulates curiosity as the model for good lessons. Colleges of education place a great deal of emphasis on making sure that students create lessons that appeal to student interests. Very often administrators will be very impressed by lessons that begin with a “hook” that makes them, and presumably the students, curious, puzzled, or in some way interested. Often the pursuit of an “interesting” beginning to a lesson will drive the way the lesson is structured and presented.

How important is the content of the lesson to making it motivating and engaging? Should teachers focus the bulk of their energy on developing interesting or engaging lessons, or is there something else that should have a higher priority? If we look at a distinctly uninteresting part of the curriculum, we can begin to get an answer.

Memorizing math facts must be the least interesting subject in all of schooling. Practicing saying “nine plus eight is seventeen” enough times that it becomes automatic has absolutely zero intrinsic interest. Because developing math facts to the point of automaticity is important for later math achievement, it still needs to be done. So can this be made motivating and engaging? Can it be done systematically and consistently?

Absolutely, as long as three things are in place. First, students must be successful on a daily basis. Second, teachers need to recognize and celebrate success frequently. Third, teachers have to behave as if the success is important—that the achievement is impressive and valuable. It will also work if other adults act like the success is a big deal. If those three things are operating, then students will be motivated and engaged in practicing math facts.

I created a math facts program that structures those three things—success, recognition of progress, and teacher praise. And it works to motivate students. I routinely see high levels of motivation in classrooms using my math facts program. I once observed a teacher threatening her class with losing “math facts time” as a way to quiet them down in the hall. I often see students reminding teachers not to forget about math facts because the students are motivated and engaged for that period of time. Intrinsically interesting content is clearly not needed to motivate and engage students.

Although teachers can use success, recognition of progress, and praise to motivate students, is that any better than creating a motivating lesson? Yes, most emphatically. Those three factors are motivating students to learn and succeed. The students are motivated by their achievement, so they are valuing the results of their hard work. In the long run, motivating students to learn and to be motivated by their success is far more important than any specific content students are learning. We want to create students who are

motivated by learning so they will work hard enough to succeed in high school and college.

Interesting content, such as what you’d find in the science museum or on the Discovery Channel, motivates students to attend or watch. If you pay to go into the science museum or you watch a television documentary, then the museum and the TV channel have achieved their goal. Whether a person learns and retains the information does not matter.

Unfortunately, having a great “hook” or a captivating demonstration does not guarantee that students will learn anything. Students may pay attention while the demonstration is going on, but then their interest will drop off unless the teacher is motivating students to learn. Students can treat the science demonstration like a magic show and completely ignore the explanation/instruction that follows. In fact, I once had a student ask me, a few days after a science demonstra-

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A teacher who wants students to be motivated and engaged must ensure three things: students’ daily success, a record and recognition of their success,

and an impressed and excited reaction to their success to show that this achievement is important. If a teacher achieves all three of these—using, for example, fact-practicing exercises, spelling instruction, or any other less-

than-thrilling educational activities—students will be motivated to learn and be successful. Motivating students to learn material is far more important than motivating them to simply watch a lesson. **ADJ**

ROBERT HARRIS, J/P Associates

Interview with a Successful School Leader

Tim Young is the principal of Lyons Primary School in Lyons, GA, one of only 14 schools to receive the state’s Single Statewide Accountability Gold Award. To receive the award, Lyons Primary School:

- Met Adequate Yearly Progress (AYP) for two consecutive years.
- Demonstrated that at least 30% of students exceed standards in all test areas.
- Placed in the 97th percentile or higher statewide in greatest student achievement gains.

Lyons Primary School has implemented Direct Instruction for the last nine years with support from JP Associates. This Q&A looks at Young’s career in education and explores what has enabled Lyons and its students to excel.

Robert Harris (RH): Why did you choose education as a career?

Tim Young (TY): My life experiences have impacted my career choice. I always knew that I wanted to be a teacher and a coach, to work with children to make a difference in their lives. I have always wanted to inspire and motivate children the way I was as a child.

RH: Why did you become a principal?

TY: After several years of teaching, I decided to broaden my professional growth. I decided to pursue a master’s of education in school leadership/administration. I felt that a degree in educational leadership would enable me to assume a decision-making role as a school administrator. Being a principal would allow me to become more active in the school’s curriculum, discipline, student and parental involvement, and school improvement.

RH: Describe the state of the school when you first became principal.

TY: The school was in a transitional period from QCC (the state’s Quality Core Curriculum standards) to GPS

(Georgia Performance Standards). Teacher morale was low. The average life span of a principal at the school was 1 to 3 years of service. Decision-making practices were not based on data. Teachers felt that the pendulum was going to continue to swing; therefore they were not embracing change. They were not receptive to accountability, new pedagogy ideology, and technology. There was little consistency between value systems and performance.

RH: What priorities have you focused on over the last few years?

TY: Student achievement has been the centerpiece at the school. Much work has been done on embracing stan-

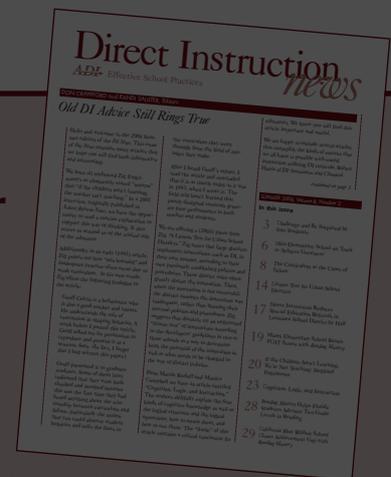
Dear friends in the DI community,

What do you remember most about your first experience seeing or using DI?

You no doubt have plenty of stories to share about your first time with Direct Instruction, whether it was 30 years ago or last month. We hope to hear these stories—and learn from them—in upcoming issues of the DI News.

Send us your responses—short answers are fine—to Don Crawford, dc0843@aol.com, or Randi Saulter, itsrandi@aol.com. Let us know your name and your affiliation (school, organization, synagogue, rifle club, political party, etc.). Have a good idea for a future question? Let us know that, too!

—Don & Randi, editors



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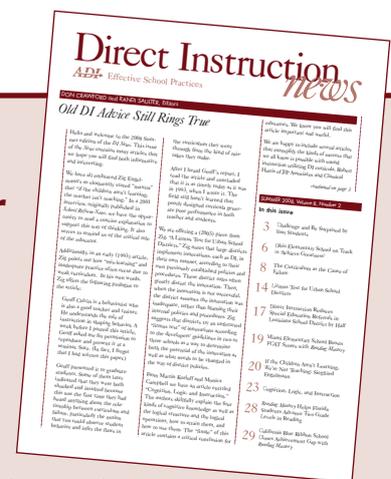
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dards-based classrooms, differentiation, and professional development and becoming fully operational as we are guided by data and trusting the good work of other professionals around us.

RH: In your opinion, what three things have been most critical for the success your staff and students have achieved?

TY: One, possessing such strategies as building trust, initiating facilitative structures, setting limits, encouraging group development, supporting teachers, and involving parents are key ingredients in successful schools.

Two, having high expectations for teacher performance and student achievement, which includes consistent, ongoing, in-house professional learning and follow-up that positively effects teacher performance and student achievement.

Three, consistently using data to drive and improve curriculum and instructional methods to enhance student achievement.

RH: What's next?

TY: Continue to model and monitor effective instruction and student achievement. Continue to model and monitor effective decision-making. We will continue to facilitate the entire staff in attaining higher levels of proficiency in order to continuously assist students in reaching their maximum learning potential. We will continue to promote collegiate support, meet or surpass established adequate yearly progress improvement targets in ELA (English Language Arts) and math in each subgroup, and provide professional development to meet individual and district initiatives.

We want to increase parental involvement by developing methods of ongoing

communication with families regarding educational standards and mandates, develop the resources and facilities needed to provide an appropriate learning environment, conduct growth projections, and space analysis. We will continue to celebrate and refine our strengths/successes and repair our weaknesses.

RH: Do you have any advice for administrators who are working to dramatically improve student outcomes?

TY: Be specific, persistent. Continuously monitor and praise student and teacher progress. Lastly, always remember that students are the foundation of a school and that their individual needs, well being, and interests are of the greatest importance. *ADI*

Success Stories

Milwaukee Choice School Posts Dramatic Reading Scores with Direct Instruction

St. Anthony School of Milwaukee, WI, has seen significant improvement in reading since implementing Direct Instruction. The school is part of the Wisconsin Choice program, one of the nation's largest and oldest voucher programs, and also one of the largest schools in the program, serving more than 1,000 students. More and more parents are choosing this school because students' test scores are increasing, especially in reading. The school recently was recognized by the University of Notre Dame's national Task Force on the Participation of Latino Children and Families in

Catholic Schools for its academic advances. (See "Report Calls St. Anthony School a 'Beacon of Hope' for Urban Education," page 9.)

St. Anthony implemented SRA/McGraw-Hill's Direct Instruction (DI) in fall 2004, and national percentile scores among students in grades 1–3 began to rise, often dramatically, on the Early Reading Diagnostic Assessment (ERDA) and Terra Nova tests, as show in Figures 1 and 2.

When the school received a federal grant in 2003, teachers chose DI for their students because it is built on

more than 40 years of research. Instruction began in fall 2004 with 5-year-old kindergarteners through third-graders. DI expanded to 4-year-old kindergarteners and students in grades 4–8 the following year. All students, including those learning English as a second lan-

St. Anthony School, Milwaukee, WI

About the School

Grades:	PK–8
Number of Students:	1,000
Test(s):	ERDA/Terra Nova
Reduced-Price Lunch:	99%

About the Students

African American:	2%
Caucasian:	—
Hispanic:	98%
Asian:	—
Other:	—
ELL:	—

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ELL:	—

guage (ESL), partake in the following programs, depending upon their levels:

- *Language for Learning*: ESL students in grades K–2.
- *Reading Mastery Classic*: English- and Spanish-speaking students in grades K–2.
- *Reading Mastery Plus*: grades 2–6.
- *Corrective Reading*: grades 3–8.
- *Learning Through Literature*: grades 3–6 (after they complete *Reading Mastery*).

- *Spelling Mastery*: grades 1–6.

Claire Brefka, Direct Instruction coordinator, said these programs provide a solid foundation to both English-speaking students and those who are still learning the language.

“The structure and consistent verbal communication are so important in these programs,” she explained. “The fact that every teacher conducts class the same way is very beneficial for our students who don’t understand English very well. The programs’ nonverbal

cues are essential, too. Students know they should respond when the teacher snaps her fingers or taps on the words.”

Brefka said these cues are just as important for English-speaking students. “When they change reading levels, they don’t have to adapt to a new teacher and a new system,” she said. “Direct Instruction has unified our teachers. Now they share a common language about teaching reading, which has built unity in our faculty.”

Professional development has played a role in student success, too. Educational Resources, Inc. (ERI) has helped St. Anthony teachers since DI began.

“ERI has been with us from the very beginning and continues to provide seminars and one-on-one coaching to help our 27 teachers model instruction in the best possible way for our students,” Brefka said.

St. Anthony is a private school, which means it doesn’t have individual education plans (IEPs) or special education classes. Brefka said that’s not a problem.

“Direct Instruction helps lower-performing students gain success even if they aren’t in a special needs classroom. Repetition is significant with these students, and Direct Instruction gives them ample practice to succeed,” Brefka said.

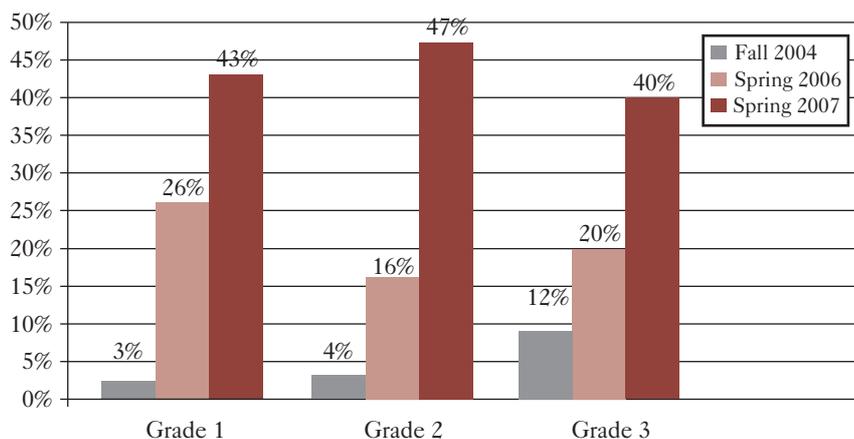
About St. Anthony School

With more than 1,000 students, St. Anthony School is the largest school in Milwaukee’s school choice program. The student population is 98% Hispanic and 2% African American. Ninety-nine percent of students qualify for free or reduced-price lunch.

For More Information

If you would like to learn more about success with Direct Instruction programs in your school or district, contact SRA at 1-888-SRA-4543. [ADI](#)

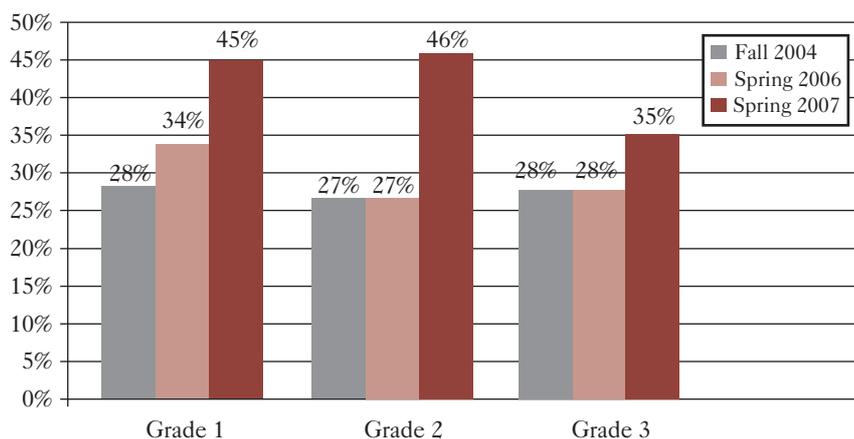
Figure 1
St. Anthony School’s National Percentile Scores



Source: ERDA—Fluency

(The National Percentile is 50)

Figure 2
St. Anthony School’s National Percentile Scores



Source: Terra Nova—Reading

(The National Percentile is 50)

Report Calls St. Anthony School a 'Beacon of Hope' for Urban Education

In December, the University of Notre Dame's national Task Force on the Participation of Latino Children and Families in Catholic Schools released its final report, *To Nurture the Soul of a Nation: Latino Families, Catholic Schools, and Educational Opportunity*. The report singled out St. Anthony School of Milwaukee, WI, as a "beacon of hope" for urban education. The school implemented Direct Instruction in 2004 and has seen its test scores continue to increase, especially in reading. (See "Milwaukee Choice School Posts Dramatic Reading Scores with Direct Instruction," page 7.)

"Currently the largest Catholic elementary school in the nation, St.

Anthony is filled to capacity with more than 1,000 Latino children in grades pre-K to 9," describes the Notre Dame report, which is available online in both English and Spanish. "St. Anthony is located in an economically disadvantaged urban center that has seen a demographic shift from European to Latin American residents over the past decades." The school "has grown so quickly over the past decade that the parish has had to rent out office space for classrooms, has added a second campus, and has just opened a new Catholic high school."

St. Anthony School, which receives support from Milwaukee's Lynde and

Harry Bradley Foundation, "reflects several of the best practices identified by the task force," the report notes, "but the two most important factors contributing to St. Anthony's success are financial and organizational. First, families benefit from the nation's oldest voucher program, which allows low-income parents the opportunity to choose a Catholic education for their children even if they would not ordinarily be able to afford private schooling. Second, St. Anthony holds students to high expectations for academic achievement and implements a no-excuses school culture that produces real results in their daily class work and language proficiency and on national tests of reading and mathematics."

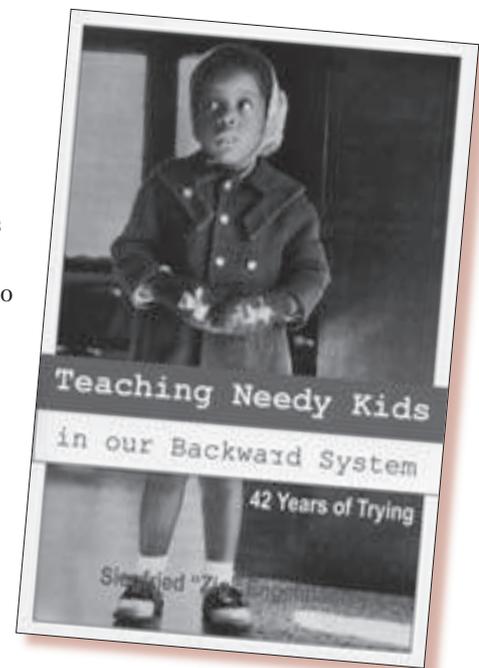
St. Anthony School, the report concludes, "is indeed a 'beacon of hope.'" **ADI**

Teaching Needy Kids in Our Backward System

The Association for Direct Instruction is proud to publish Siegfried "Zig" Engelmann's newest book, *Teaching Needy Kids in Our Backward System*. This book chronicles Zig's history in education. More than just a memoir, the book details how our educational system has failed to embrace solutions to problems the establishment claims it wants to solve. You will find this a fascinating read as well as shockingly revealing.

Zig has signed a limited quantity of the book to be made available only through ADI. ADI is offering these autographed copies at a special introductory price of \$25.00 plus \$4.00 S&H, discounted from the list price of \$32.00. Order your autographed copy today by calling, faxing or ordering online.

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Success Stories

Direct Instruction Drives Success for Bilingual Students At Houston Elementary School

Raymond Academy is a magnet school focused on engineering for grade K–4 students in Texas' Aldine Independent School District. With more than half of its students classified as English language learners, Raymond Academy implemented a bilingual reading strategy in 2006 using several Direct Instruction programs from SRA/McGraw-Hill under the leadership of Principal Linda Miller. As a result, the first group of students that started the bilingual class as kindergarteners ago have earned outstanding scores on the grade 2 level of the Texas English Language Proficiency Assessment System (TELPAS), designed to assess the progress of limited English proficient (LEP) students.

Sonia Galvan, a bilingual teacher, believes Direct Instruction provides English language learners the linguistic support to transition from Spanish to English. "It covers all the instructional strategies to increase student achievement. The teacher is able to teach, model, and practice the specific procedures to acquire English, and the LEP students acquire self-confidence in their English acquisition process."

The structure of the bilingual program is designed strategically to serve individual student needs. For example, students new to English are placed in a self-contained classroom where they gradually transition from Spanish to English using *Language for Learning*, *Language for Thinking*, and *Reading Mastery* Direct Instruction programs.

Meanwhile other LEP students move between Spanish- and English-speaking classrooms, where they are accelerated in *Language for Thinking* and *Reading Mastery*, another SRA Direct Instruction program.

The research-based, explicit programs were first implemented at Raymond in kindergarten in the 2002-2003 school year. These programs were added to grades 1–3 in the 2003-2004 school year.

Of the grade 2 bilingual classes, 83% of students scored Advanced or Advanced High on the TELPAS Reading in 2009. In the grade 2 self-contained class, 23% of students new to English on the campus scored Advanced or Advanced High in English reading.

In fact, the TELPAS comprehension score for the bilingual students has increased every year since implementation. In 2007, as kindergarteners, the average comprehension score was 1.7.

Raymond Academy, Houston, TX

About the Academy

Grades:	K–4
Number of Students:	915
Test(s):	TAKS/TELPAS
Reduced-Price Lunch:	84%

About the Students

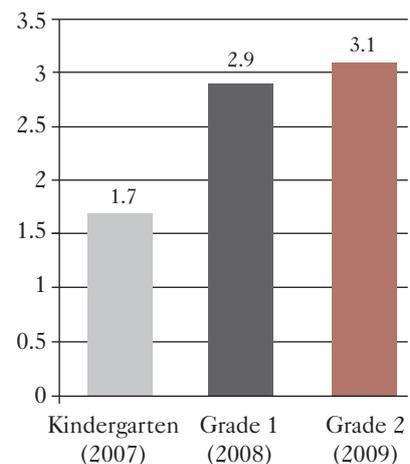
African American:	8%
Caucasian:	7%
Hispanic:	83%
Asian:	>2%
American Indian:	>1%
ELL:	56%

In 2008, at the end of grade 1, the average comprehension score was 2.9. And in 2009, the average comprehension score of the grade 2 students was 3.1. (See Figure 1.)

SRA/McGraw-Hill's Direct Instruction is an integral part of Raymond Academy's overall success with regular and bilingual education students because they are very confident in their reading abilities, which motivates them to conquer other endeavors or subjects, according to Deidre Leaks, the *Reading Mastery* coach and bilingual coordinator at the school.

"This research-based program allows for flexible grouping of students and one-to-one attention and teacher support to meet the needs of every student. Our scores reflect the success that is made daily in the classroom with our diverse group of students. Our students have truly taken ownership in their learning through this program."

Figure 1
Average Comprehension Score Over Time of Raymond Academy's Bilingual Students



Source: TELPAS

This chart reflects the improvement of reading comprehensions scores over time as Raymond Academy's first bilingual class moved from kindergarten to grade 2 with Direct Instruction.

In addition to improving state assessment scores, Raymond Academy has received Exemplary performance ratings from the Texas Education Agency for the last four years and was recognized by the US Department of Education for “Magnet Schools of Best Practices.”

About Raymond Academy

Serving approximately 915 students in grades K–4, Raymond Academy’s student population is 83% Hispanic, 8% African American, 7% Caucasian, less than 2% Asian American, and less than 1% American Indian. Almost 84% of students qualify for free or reduced-

price lunch, and 56% are English language learners. For more information about this district, please visit www.aldine.k12.tx.us/sections/Schools/specific_campus.cfm?campusNumber=113. [ADI](#)

Success Stories

Appling County Primary School Achieves Blue Ribbon Status with the Help of SRA Direct Instruction

In September 2008, Principal Scarlett M. Copeland was notified that Appling County Primary School in Baxley, GA, was named a 2008 No Child Left Behind National Blue Ribbon Award Winner. Copeland, along with Debra Brantley, special education director for the district, said SRA/McGraw-Hill’s Direct Instruction *Reading Mastery* program played an important role in achieving Blue Ribbon status.

The school initially selected *Reading Mastery* in 2002, when Appling received a Reading Improvement

Grant for Early Intervention Program students in grades K–2. The grant also allowed for educational consultant J/P Associates to provide professional development services, including recruiting a full-time reading coordinator and coaching teachers in *Reading Mastery* strategies. At the time, 12% of grade 1 students and 23% of grade 2 students were not meeting state standards in reading on the Criterion-Referenced Competency Test (CRCT). In 2008, test

scores show 96% of grade 1 students and 97% of grade 2 students met or exceeded standards in reading.

Between 2006 and 2008, reading scores for grade 1 students increased eight points to 96% and 20 points in grade 2 to 97%, as shown in Figures 1 and 2. In 2008, the state average for reading was 91% for grade 1 and 92% for grade 2. Appling’s English and language arts scores have also gone up. Grade 1 scores increased by 11 points to 95%, and grade 2 scores increased 8 points to 94%.

“The results we are seeing in our special education classes are amazing as well,” Brantley said. “With the help of Direct Instruction, low-functioning special education students are learning to read.”

Appling Primary School, Baxley, GA

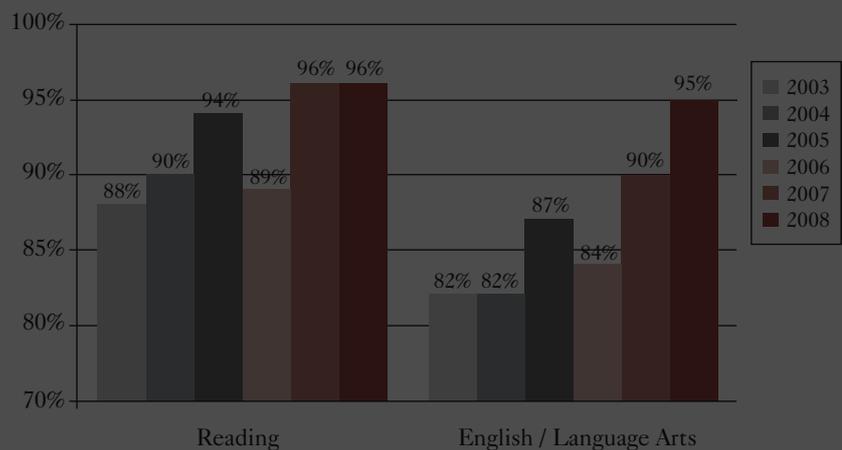
About the School

Grades: PK–2
Number of Students: 719
Test(s): CRCT

About the Students

African American: 32%
Caucasian: 50%
Hispanic: 15%
Asian: 1%
Multiracial: 2%

Figure 1
Percentage of Grade 1 Students Meeting or Exceeding State Standards



Source: CRCT

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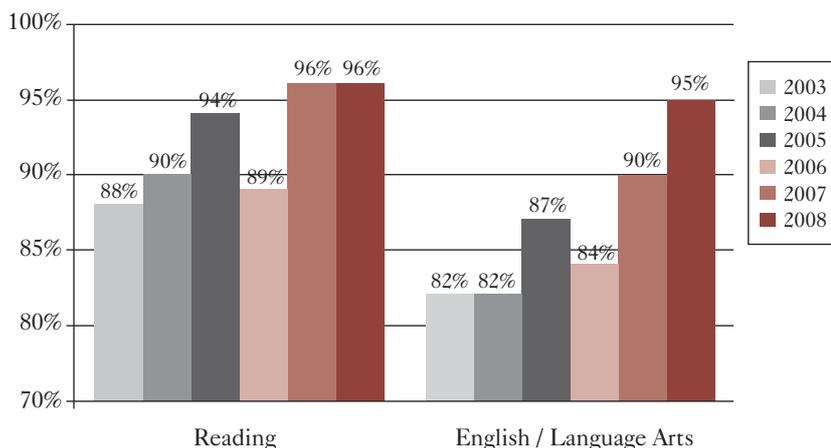
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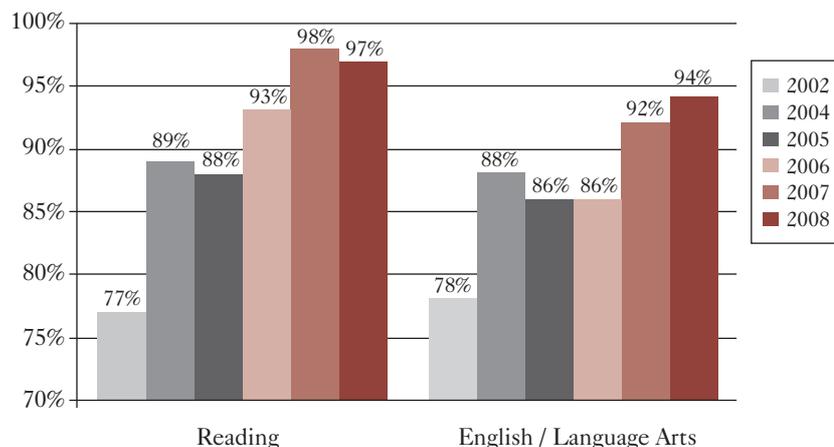
Source: CRCT

Appling County Primary School also received the 2008 Silver School Award given by the Georgia Governor's Office of Student Achievement for the highest percentage of students meeting and exceeding standards on the CRCT. The school was named a 2008 School of Excellence.

About Appling Primary School

Serving 719 students in grades Pre-K–2, Appling Primary School is located in Baxley, GA. The population is 15% Hispanic, 50% Caucasian, 32% African American, 1% Asian, and 2% multiracial. For more information about Appling County Primary School, visit the school's website at <http://www.appling.k12.ga.us/ACPS2/>. [ADP](#)

Figure 2
Percentage of Grade 2 Students Meeting or Exceeding State Standards



Source: CRCT

DON CRAWFORD, Baltimore Curriculum Project

Interview: MSU Distinguished Professor William Schmidt

Editors' note: The premier DI math program, *Connecting Math Concepts* (CMC), teaches math skills in depth and to mastery. Skills to be taught are based on which skills are needed to develop higher-level math concepts. This way of teaching a small number of skills well is aligned with so-called A+ countries—the countries whose math achievement is higher than in the United States. Meanwhile,

most states have standards that are "a mile wide and an inch deep." Adoption and use of CMC are down because it does not align with the state standards—even though it works and it aligns well with better standards. Therefore, recent efforts to improve state math standards (Common Core standards) could be good news for those of us who like using Direct Instruction to teach math, as better standards may align more closely to our programs. Here's an interview with one of the people influencing the new and hopefully improved math standards.

Dr. William Schmidt is a Michigan State University Distinguished Professor of Education and Statistics. He is currently co-director of the Education Policy Center, co-director of the US-China Center for Research on Educational Excellence, and co-director of the Promoting Rigorous Outcomes in Mathematics and Science Education (PROM/SE) project.

Don Crawford (DC): Minnesota's fourth graders' performance on the Trends in International Math and Science Study (TIMSS) earned them a ranking of fifth in the world. Minnesota's success is attributed to state math standards adopted in 1997 and revised in 2003 that you helped create. What is so different about these standards and what was your role in creating them?

William Schmidt (WS): In 1995, when the first TIMSS was given, Minnesota participated and their performance was very lackluster, like the United States.

At that time, Minnesota simply didn't have any state standards, unlike many other states. Without standards of what was expected, the amount of time given to mathematics was on the short side. Some places it was half an hour daily. Some places it may have

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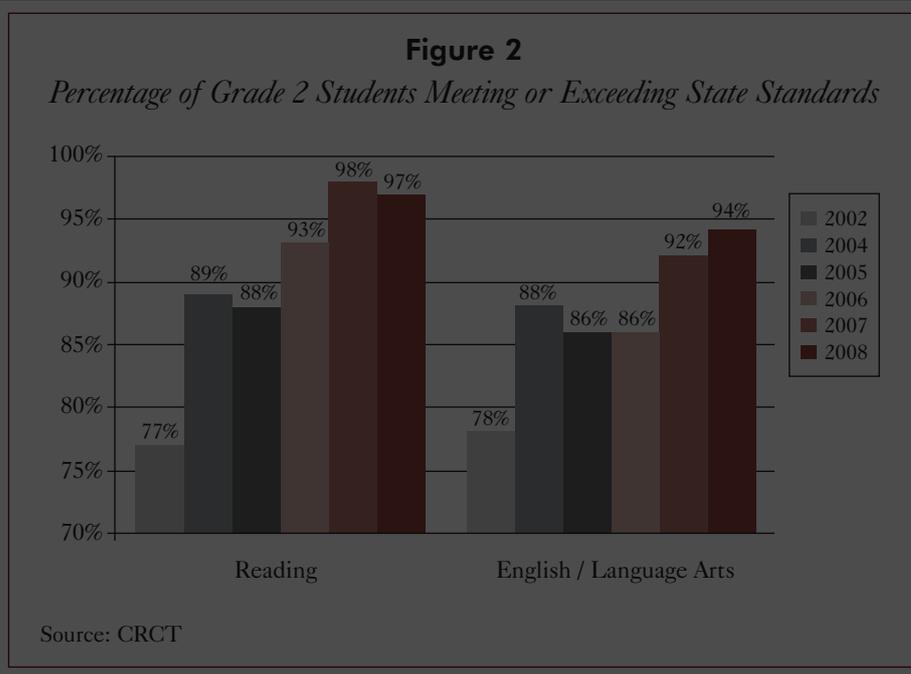
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been an hour—but not necessarily every day of the week.

By 1997, Minnesota came out with the first version of their standards and they asked me and my colleagues to look at them. We compared their standards to our international benchmarking of standards and we made suggestions.

The initial Minnesota standards were typical, a “mile wide and an inch deep” and not very coherent. Their eighth-grade standards were mostly about arithmetic, not rigorous and not up to international standards. We gave them feedback.

Minnesota kept working on their standards. They came to us with a version around 2000 for more feedback. They revised some more, and in 2003 they came out with the current version.

By the 2003 version there were many fewer topics at a given grade level. There was much greater coherence. It fit together, it was logical, and by eighth grade they were basically push-

ing the international curriculum of algebra and geometry.

Minnesota had put together standards that were more rigorous and coherent than a lot of other state standards are today. Our model of coherence, which we use for our international benchmarking, reflects what the top-achieving countries do, that is, which topics they cover in which grades.

In doing our analysis, we find there are a lot of places where state standards were covering topics that were really what I call “before their time.” You can’t really cover these topics because the background in mathematics that’s necessary has not been covered or is being simultaneously covered. The children don’t really have a chance of learning these topics. I call it clutter for short.

In the fourth grade in 1995, as reported by Minnesota teachers, about 50% of the school year was covering this clutter and only about a third of the school year was focusing on developing concepts of number (basic place value and whole number operations)—

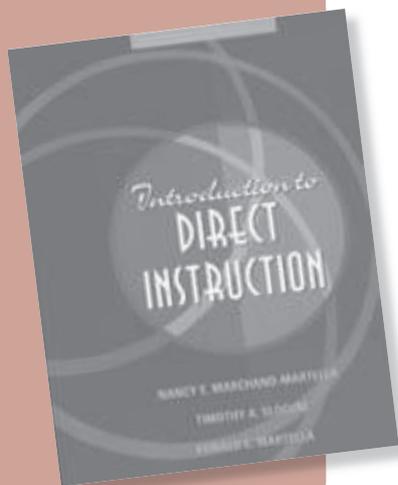
which is the main topic that should be covered thoroughly in fourth grade.

In 2007, the same teaching force essentially had only 4% clutter and spent almost two-thirds of the school year on developing concepts of number. That’s much more consistent with what is done internationally.

The eighth-grade Minnesota teachers in ’95 had somewhere around 40% clutter and spent only about 10% of the year on algebra coverage. Most recently in 2007 they had reduced clutter to about 2% and were spending about 50% of their school year on algebra.

So it looks like the standards were taken seriously and had an impact on what the teachers taught, and correspondingly, as you would expect, that was related to their performance.

Minnesota’s improvement by the time of the 2007 TIMSS was really remarkable. Their fourth graders, who would be the ones that studied their first four years under their new standards, got a score that put them just below the top-achieving countries. Min-



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- Explores the curricular and instructional elements central to Direct Instruction, and explores ways that teachers can extend the principles of DI to new lessons and content information.
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- Provides direction on how to assess classroom and schoolwide application of Direct Instruction.
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nesota's gain over the 12-year span from '95 to '07 was three times that of the US as a whole.

I think that focused and coherent standards are a big part of the story. The other part of the story is that they also probably doubled the amount of time given to mathematics from where it had been in 1995.

DC: Not a lot of educators understand the importance of a focused math curriculum or the value of waiting to address certain topics until later years. How did you achieve a consensus for this dramatic change in the math standards?

WS: This is a credit to Minnesota. They actually took the data that we had from our international benchmarking of math standards, treated it seriously, asked for our critique, changed, asked for critique again, and changed again.

I don't know their motivation for sure. The business community is strongly engaged in this process. They do have a strong nongovernmental organization, SciMathMN (www.scimathmn.org), made up of businesses and organizations that support education, and that has been a real push in addition to the people within the state department.

DC: Do the Minnesota standards recommend or require certain textbooks?

WS: No, I don't recommend any textbooks. For one thing, none of them are perfect. There are some that are better than others. I think that's not the issue.

The curriculum or the standards, if they're done in a coherent fashion, should set the road map that defines in what sequence things should be taught. The textbook then should simply be bent, twisted, and torn apart and put into the right order.

So people need to take whatever book they're using and use it wisely, being

led by the coherent standards, not by what's in the textbook.

DC: How do you ensure that the test and the standards are aligned?

WS: In another few months we are going to do another wave of analyses on the Minnesota data. We're going to analyze how much the Minnesota state assessment links with their standards and with the TIMSS. We'll have a good answer to that question in the near future.

DC: Recently Maryland Gov. Martin O'Malley tasked the Maryland State Board of Education with moving toward internationally

competitive standards in math and science. What words of caution, advice, or encouragement would you have for a state trying to develop a set of rigorous, coherent, and focused math standards?

WS: Don't get caught up in the clichés and what appear to be the simplistic solutions. It really takes very serious effort to look at the actual standards and their coherence. That means you have to have people who deeply understand mathematics and who also understand classrooms.

There's enough data and enough wisdom that we've gained from all of

DI-ANNOUNCE Electronic List

An electronic list is now available: DI-ANNOUNCE. As its name indicates, DI-ANNOUNCE is an electronic list for announcements on resources for those studying or implementing Direct Instruction. List topics include the following:

- research articles, news articles, and other publications on DI;
- updates on DI implementations;
- meetings, conferences, and workshops on DI;
- authors' remedies for specific exercises in the DI programs that have been identified as being difficult for children;
- new DI products and resources;
- grant opportunities or awards for DI research or implementation;
- job opportunities for DI researchers or practitioners;
- sources of data on student performance for analysis or distribution.

Note that DI-ANNOUNCE postings are limited to ANNOUNCEMENTS. The list is NOT a discussion list, and it is moderated. Any replies, jokes, or other off-task messages will be rejected. There is an on-line, web-based archive of postings for later reference and retrieval. In this way, the list is designed to be a streamlined tool for communicating information on the most critical developments in the field of Direct Instruction.

To subscribe, send a message to join-DI-ANNOUNCE@lyris.nifdi.org.

You will then receive a "welcome" message with additional information about the list. You can also go to <http://lyris.nifdi.org/> to see an archive of past announcements sent to the list, including the "welcome" message.

The list launched last October. You are invited to join the list and send announcements as appropriate. Feel free to call Kurt Engelmann at the National Institute for Direct Instruction (NIFDI) via 877.485.1973 toll-free or email kurt@nifdi.org if you have any questions about the list.

these analyses to give us a pretty good idea of what standards should look like.

Any state, Maryland included, that wants to do this needs to take the analysis seriously. They just can't pretend that they can just move three things around in the standards and somehow now they'll be internationally competitive. You have to look at it seriously along all three important characteristics: the focus, the coherence, and the rigor.

Some states have just cut out a bunch of topics—but they cut out the wrong ones. They cut what's really critical to bridging, for example, between whole numbers and fractions and fractions and decimals. The stuff that looks at the relationships and the properties gets dropped out.

In getting to greater focus they've diminished coherence.

The other thing we see is making a quick fling to making Algebra One an eighth-grade course for everyone. Well if you look carefully internationally, there isn't an Algebra One in eighth grade. Instead you see algebra, in gradually increasing complexity, throughout sixth, seventh, and eighth grades.

I have a much simpler solution. If this nation would get off its duff and have national standards that would be developed by a national group of experts, Maryland wouldn't have to confront this and 50 states wouldn't have to reenact the scenario in different places.

That's my bottom line. I don't see how we're ever going to get there until we sort of bite that bullet. When I say national, I don't mean the federal government should get involved in this at all. I think it should be a quasi-independent organization that's formed by the states.

If you bring the right people together it'll be done right. I was involved in redoing the Michigan standards, which are pretty good. What I did is convened three research mathematicians, two math educators, and myself. We sat in a room, stopped arguing about ideology, and started confronting it, and it works.

You can get those people to agree. I think that's what Maryland needs to do and I think that's what we need to do nationally.

DC: What is a reasonable time frame for a state to establish new standards, and how long will it take to impact classroom instruction?

WS: We've seen the Minnesota story. When you finally get the standards right, it starts to show up for the kids that received all their math instruction under those new standards—so after roughly four years the impact of the new standards will show up in the scores of fourth graders.

It can happen relatively quickly. I don't think we're talking decades or anything like that. How quickly you can do it depends on accepting the fact that there are some pretty good models out there. You don't have to start from scratch.

It doesn't have to be a uniquely Maryland set of standards. There is a fairly common base of what the top-achieving countries do. If one simply looks there to begin the process, not necessarily to copy it, it doesn't take that long.

I would bet you could put a decent set of standards together within half a year if you got serious about it. It is such a serious issue. I'd think that's what any state that really wants to do this should do.

DC: Maryland officials are considering two different international

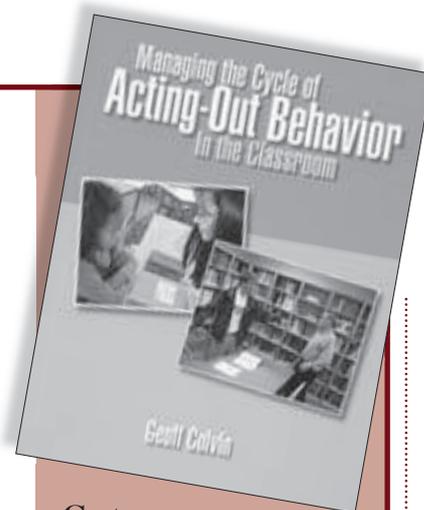
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Managing the Cycle of Acting-Out Behavior in the Classroom

Geoff Colvin

This text is based on Dr. Colvin's 25 years of experience and research in working with the full range of problem behavior. He presents a model for describing acting-out behavior in terms of seven phases.

A graph is used to illustrate these phases of escalating conflict. The information will enable the teacher or staff member to place the student in the acting-out sequence and respond appropriately. Well-tested, effective, and practical strategies are described in detail for managing student behavior during each phase of the cycle. The book also contains many helpful references as well as an extensive set of reproducible forms.



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math assessments, the TIMSS and the Programme for International Student Assessment (PISA). Do you consider one of these two measures to be a better assessment of math instruction?

WS: It depends on the purpose. They both give good information but about different things.

PISA is a study of 15-year-olds, so it is a study of what they know by the time that compulsory education ends in most European and OECD (Organisation for Economic Co-operation and Development) countries.

If you want to know what the cumulative outcome of a system is for certain practical kinds of skills, like whether

you can read graphs and tables, then PISA does a good job.

If you want to study what children learn in school, then TIMSS is the better way to go because it is a school-based study.

So it depends. I think for developing good standards and things of that sort probably TIMSS is a bit better. *ADI*

RANDY SPRICK, *Safe and Civil Schools*

Evidence-Based Interventions that Work: Planned Discussion

Do you have students who are chronically tardy, argumentative, disorganized, or aggressive? There are a variety of evidence-based interventions you can use in the classroom to curb just about any behavior, but one of the easiest and quickest to implement is something called Planned Discussion.

Planned Discussion with a student is just what it sounds like. One or more adults confer with a student about a particular concern and develop a plan for resolving it. Because this is such a simple intervention, discussion is often overlooked, but it can have a positive impact on misbehavior of any kind.

With a child whose language skills are sufficient, discussion should be an

integral part of every intervention plan. For a minor concern or in the early stages of a moderate problem, this intervention may be sufficient in and of itself. Even if a problem requires more intensive intervention, engaging in discussion is usually worth the time. It will almost certainly improve the results of other interventions you try.

The purpose of a Planned Discussion is to demonstrate your concern in such a way that the student truly understands it, to involve the student in brainstorming solutions to her own problems, and to let that student know with certainty that you are there to help her learn and grow.

Follow these steps:

Step 1: Prepare the meeting beforehand.

- a. Identify the central concern.
- b. Establish a focus.
- c. Determine who should participate.
- d. Schedule the discussion for a neutral time.
- e. Make an appointment with the student.

- f. Plan to keep a written record of the discussion.

Step 2: Meet with the student.

- a. Work with the student to define your concerns.
- b. Brainstorm actions that each participant in the discussion can take to help the student resolve the concern.
- c. Set up an informal action plan.
- d. Schedule a follow-up meeting.
- e. Conclude the discussion with words of encouragement.
- f. If appropriate, share a copy of the written record of your discussion with the student and parents.

Step 3: Follow up with the student.

- a. Encourage student efforts.
- b. Meet once a week with the student to discuss progress and adjust the action plan as necessary.
- c. Determine whether more structured interventions are required.
- d. Provide continued follow-up, support, and encouragement.

Help us out!

Contribute your story of success with DI! We want to hear from you!

You all have stories and it is time to share them. This is *your* journal—let it reflect your stories!

See the directions on page 2 on how to make a contribution. You'll be glad you did.

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math assessments, the TIMSS and the Programme for International Student Assessment (PISA). Do you consider one of these two measures to be a better assessment of math instruction?

WS: It depends on the purpose. They both give good information but about different things.

PISA is a study of 15-year-olds, so it is a study of what they know by the time that compulsory education ends in most European and OECD (Organisation for Economic Co-operation and Development) countries.

If you want to know what the cumulative outcome of a system is for certain practical kinds of skills, like whether

you can read graphs and tables, then PISA does a good job.

If you want to study what children learn in school, then TIMSS is the better way to go because it is a school-based study.

So it depends. I think for developing good standards and things of that sort probably TIMSS is a bit better. *ADI*

RANDY SPRICK, *Safe and Civil Schools*

Evidence-Based Interventions that Work: Planned Discussion

Do you have students who are chronically tardy, argumentative, disorganized, or aggressive? There are a variety of evidence-based interventions you can use in the classroom to curb just about any behavior, but one of the easiest and quickest to implement is something called Planned Discussion.

Planned Discussion with a student is just what it sounds like. One or more adults confer with a student about a particular concern and develop a plan for resolving it. Because this is such a simple intervention, discussion is often overlooked, but it can have a positive impact on misbehavior of any kind.

With a child whose language skills are sufficient, discussion should be an

integral part of every intervention plan. For a minor concern or in the early stages of a moderate problem, this intervention may be sufficient in and of itself. Even if a problem requires more intensive intervention, engaging in discussion is usually worth the time. It will almost certainly improve the results of other interventions you try.

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As you can see from these three steps, you will need to allocate time to implement this intervention with integrity. However, most discussions only take about five minutes. You might try taking the student quietly aside during an independent work period. Or, try scheduling discussions before school, during recess, or after school. However you do it, make the effort. The time you spend on a

Planned Discussion will more often than not result in an early resolution to a brewing problem, saving everyone time, effort, and frustration.

A well-conceived discussion may help a student understand the situation from your perspective and will help the student know that you are interested in him individually. Through discussion, the student can learn to take an active role in the process of growing

and maturing. In some cases, this intervention may be sufficient to motivate a student to change his behavior. Even when a Planned Discussion alone is insufficient to resolve a problem, it reinforces the power of other concurrent or subsequent interventions. Planned Discussion is a natural launch pad for interventions and should be an integral part of any further planning that you do. *ADI*

MARTIN KOZLOFF, University of North Carolina

Martin's Musings

Assessing and Improving Materials and Instruction

This article presents the features of systematic, explicit, focused, direct instruction. The first half of the article is designed to assist teachers to evaluate, select, and, if needed, improve curriculum materials, such as programs in reading, math, spelling, or science. The second half of the article is designed to enable teachers to evaluate and, if needed, improve instruction. With each component of the materials or instruction, consider its strengths, weaknesses, and how it could be improved.

Curriculum Materials

1. Curriculum materials (lesson-based programs and textbooks) should *teach knowledge systems*, such as math, beginning reading, biology, or history.

You should *not* use materials that teach faddish, unvalidated, or fashionable “methods,” such as multiple intelligence, learning styles, and brain-based instruction.

2. Materials (especially programs) (a) are *consistent with scientific research on instruction* (this is called “research based”) and (b) have been *field tested* and shown to be effective with scientific research (this is called “evaluation research”).

Are claims of effectiveness based on empirical research or on a sales pitch?

Is there any research on the materials?

Is the research (“research base”) generally adequately designed so that credible conclusions can be drawn? For example, does it involve equivalent control groups; clear definition of variables that are relevant to the research question; quantitative measurement; and pretests, progress monitoring, and posttests? Is the research replicated in numerous sites to assess the generalizability of results?

Now examine the materials you are evaluating. See if their design features are consistent with the research you reviewed.

3. Well-designed materials provide a *comprehensive* and *varied sample* of knowledge (e.g., equations to solve, poems to analyze, words to decode).

The sample should be adequate to permit generalization to new examples.

You have three sources that will help you decide if the sample is comprehensive and varied: a state’s standard course of study or curriculum, scientific research, and expert opinion.

You are supposed to “align” instruction with (that is, cover) your state’s standard course of study. But who says that it is adequate? You have to rely on research and expert opinion.

4. Well-designed curriculum materials have scope and sequence charts (or at least subject matter outlines) showing how knowledge is organized—what is covered, and when.

5. In well-designed materials, the lessons, units (sequences of lessons), or textbook chapters are built consistently from knowledge items selected from important strands (groups of knowledge).

For example, each lesson or unit includes new vocabulary, big ideas, or important facts.

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4. Well-designed curriculum materials have *scope and sequence charts* (or at least subject matter outlines) showing how knowledge is organized—what is covered, and when.

5. In well-designed materials, the lessons, units (sequences of lessons), or textbook chapters are *built consistently from knowledge items selected from important strands* (groups of knowledge).

For example, each lesson or unit includes new vocabulary, big ideas, or important facts.

6. Well-designed materials, lessons, units (sequences of lessons), or textbook chapters state and focus instruction on specific objectives—what students will do.

Objectives should state what students will “do.” They should not speak of “know,” “appreciate,” “demonstrate,” or “understand.”

Objectives should state the degree of accuracy and completeness and the speed expected (i.e., how many words read correctly per minute).

7. Well-designed materials teach knowledge items in a logical sequence.

Is there a logical sequence?

Do a knowledge analysis of the material:

- a. What is the terminal performance (e.g., the last story read in a beginning reading program, the last kind of problem solved in a math program, the last experiment in a science program)?
- b. What are the terminal objectives for the terminal performance? List these.
- c. What do students have to know in order to achieve the terminal objectives (e.g., background concepts, facts, rules or propositions, routines or strategies)?

Continue to analyze each component skill down to the smallest level. List these.

Now answer the following questions. Do the materials:

- a. Teach elements or parts (necessary preskills and background knowledge) before teaching new material that requires skill with the parts?
- b. Teach preskills and background knowledge early enough and continually, so that students are firm?

- c. Teach what is more general and more frequent before what is irregular or uncommon?
- d. Separate instruction on similar and confusing knowledge items?
- e. Teach what is more useful before what is less useful?

Is there a progression of instructional formats for the same skills, from more scaffolded to less scaffolded?

Do a skills trace. Pick a skill or strand (e.g., letter-sound correspondence).

Well-designed curriculum materials provide scaffolding—that is, various kinds of assistance to help teachers communicate information and to help students acquire, organize, retrieve, and apply information/knowledge.

Are several different formats (teaching procedures) used? Do these formats begin with more scaffolding and teacher direction and gradually teach students to do the task independently?

Do examples used in earlier formats (lessons) teach students knowledge needed for examples in later formats (lessons)?

8. In well-designed materials, the lessons (math, writing, spelling, reading, or foreign language programs) or chapters (history or science textbooks) are a series of smaller, knowledge-rich units (chunks), such as tasks, exercises, or paragraphs.

Each chunk serves a clear instructional function. Ask, “What is this section supposed to do?” It should do at least one of the following:

- a. Teach something new, such as facts, concepts, rules, or cognitive routines (acquisition).
- b. Summarize.
- c. Build fluency.
- d. Review and probe/test (retention).
- e. Expand—add more to existing facts, examples, or concepts.
- f. Generalize knowledge to new examples.
- g. Strategically integrate—combine information into a larger whole, such as an explanatory essay or a research project.

9. Well-designed materials (either lesson-based programs or textbooks) teach new knowledge in a systematic and explicit (focused) way:

- a. They review and firm prior knowledge, or pre-skills.
- b. Regarding new knowledge, they:
 1. Gain attention. (“Boys and girls. Eyes on me.”)
 2. Frame the new task. (“Now I’ll show you how to sound out this word.”)
 3. Model the information (“mmm-maaaann”).
 4. Lead, or have students do the task with the teacher. (“Sound it out with me.”)
 5. Test/check to see if students can do the task independently. (“Your turn to sound it out.”)
 6. Verify correct answers. (“Yes, that word is ‘man.’”)

7. Correct errors. (“That word is mmmmaaannn. Say it with me... Your turn. Sound it out.”)
 8. Provide more examples (e.g., words to sound out).
 9. Offer delayed acquisition tests (testing all of the words just worked on).
- c. They review and firm what was just taught.
- 10. Well-designed curriculum materials adequately cover (teach, assess) all phases of mastery: acquisition, generalization, fluency, and retention.**

For each phase, there are stated objectives, instructional procedures, assessment of progress, and suggested remediation (if there is too little progress) based on assessment data.

- 11. Well-designed curriculum materials provide scaffolding—that is, various kinds of assistance to help teachers communicate information and to help students acquire, organize, retrieve, and apply information/knowledge.**

Examples are stated objectives, highlighting, reminders and hints, wait time, big ideas, advance organizers (lesson and unit outlines, guided notes, concept/proposition maps), summaries, and glossaries.

- 12. Well-designed curriculum materials have periodic mastery tests or check-outs (e.g., every 10 lessons in a reading program, after every new skill in a math program) to assess acquisition, fluency, generalization, and retention.**

Materials also provide guidelines for deciding when students’ performance on assessment means that they (a) are firm and can move ahead; (b) need firming on certain knowledge; (c) need reteaching; or (d) need intensive instruction. Materials also

provide plans and procedures for such remediation.

Instruction

1. Students are prepared for new material being taught. They are firm on the preskill elements and/or background knowledge.
2. Instruction is designed on the basis of objectives and focuses precisely on objectives.

The teacher frames the instruction by stating the kind of new knowledge to be taught, the objectives, and big ideas that will help students organize, remember or access, and comprehend the new knowledge and connect new with prior knowledge.

3. Instruction begins with review, especially elements and background knowledge relevant to the current instruction (preskills).

The teacher corrects errors and firms knowledge or reteaches before introducing new material that requires this background knowledge.

4. The teacher gains student readiness: attention, sitting properly, materials handy.
5. The teacher frames the instruction by stating the kind of new knowledge to be taught, the objectives, and big ideas that will help students organize, remember or access, and comprehend the new knowledge and connect new with prior knowledge.

- 6. The teacher models or presents new information clearly and focuses on the objectives.**

The teacher:

- a. Shares his or her thought processes.
- b. Uses clear wording.
- c. Repeats the information as needed.
- d. Presents one step or item at a time in a list or routine, depending on how many steps or items students can handle.

7. The teacher leads students through the application of the new information.
8. The teacher gives an immediate acquisition test/check to determine whether students learned the new information.

The teacher tests/checks every time new information is presented to be sure students learned it. This is especially important when teaching diverse learners, essential material, and difficult material.

9. The teacher corrects all errors and/or firms weak knowledge.

This should be done:

- a. In a matter-of-fact way and directed to the group.
- b. By modeling. The teacher immediately gives the answer or demonstrates the step.
- c. By leading. Students say the answer or do the step with the teacher.
- d. By testing/checking. The teacher asks the question or gives the problem step again.
- e. By verification. The teacher offers specific praise.
- f. By retesting/starting over.
- g. By delaying testing. The teacher comes back and checks again.

10. If new material is a concept, rule-relationship, or cognitive routine, the teacher:

- a. Uses a wide and varied range of examples.
- b. Juxtaposes examples to reveal sameness.
- c. Juxtaposes examples and nonexamples to reveal difference.

11. The teacher gives a delayed acquisition test (calling on both the group as a whole and then individual students) to determine whether students learned the concept, rule relationship, or cognitive routine from the examples and nonexamples, or whether students remember the set of facts presented.

12. The teacher reviews the instruction (e.g., main things taught) and states how what was taught is relevant to next lessons.

The review (a) states what the students learned, how it built on what came before, and how it will be built on by next lessons, and (b) has students once more reveal essential knowledge.

13. The teacher uses information from the delayed acquisition test to determine whether students have sufficiently mastered the new material and can advance to the next step of instruction, or whether some students need reteaching or more intensive instruction.

14. The teacher teaches at a brisk pace.

To do this, the teacher speaks more quickly; stays on task; uses words whose meanings are clear; uses the same instructional vocabulary from one task to another; and cuts out unnecessary words.

15. The teacher gives frequent opportunities for group (choral)

and individual responses to test/check learning.

The teacher asks the question first, and then calls on the group or an individual. The teacher allows think time before calling on the group or an individual. After presenting new information, the teacher calls on the group as a whole. And after calling on the group, the teacher calls on individual students and makes sure to call on students who have made errors or who in general have a harder time learning.

The teacher allows think time before calling on the group or an individual. After presenting new information, the teacher calls on the group as a whole. And after calling on the group, the teacher calls on individual students.

16. The teacher uses pre-corrections, or reminders, to prevent errors.

For example, the teacher says, “When we see an x between two numbers or parentheses, we multiply. What do we do when we see an x between two numbers or parentheses? Multiply. Yes, multiply.”

17. The teacher uses a questioning technique such as Socratic dialog as an instructional/communication procedure.

The teacher asks questions that probe students’ knowledge, asks questions that require students to use rules of reasoning, and helps students revise their knowledge.

18. When students are firm on new knowledge (acquisition phase), the teacher works on generalization of knowledge to new

examples, fluency, and retention of knowledge.

19. The teacher increases the time available for teaching and the time engaged in teaching.

The teacher decreases noninstruction activities, uses activities for which students are prepared, makes certain subjects sacred, uses lesson-based materials, and uses routines for distributing materials.

20. If possible, the teacher teaches in small, homogeneous groups.

The teacher gives pretests or placement tests to place students in groups with other students at the same level or spot in a program. He or she also keeps the groups small during beginning instruction—say, six to eight students. Groups can consist of students from different classes and grade levels (at most two grade levels, as a rule).

Note students’ progress. Move students who are making quicker progress to groups with similar students.

21. The teacher uses different kinds of instructional groupings properly.

These include whole class instruction; small, homogeneous groups; small, heterogeneous groups; and paired peer groups.

22. The teacher establishes a learning community with:

- a. A shared group mission.
- b. Shared group rules.
- c. Shared high expectations.
- d. Reinforcement for individual and group achievement.
- e. Students sitting near and facing the teacher.

The learning community should provide frequent opportunities to respond (choral group and individual), ensure mastery of every task, and celebrate progress. *ADI*