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If you have questions or need additional information you can reach us at 877.485.1973 or info@nifdi.org

Watch the recording of our recent webinar...

Project Follow Through and Its Relevance Today

Presented by Dr. Bonnie Grossen,
Direct Instruction Author, Implementor and Researcher

This 90 minute webinar will explore the origins of Project Follow Through, the most comprehensive experiment in educational history! What were the outcomes? How were those outcomes implemented?

Findings: New models proposed into a direct teaching approach. Students from families with low income, or self-concept from these students, showed more improvement. More students also performed well in self-concept and reading. Direct Instruction proved to be the best model of all. Even in the poorest schools, it still worked. More data would be needed to confirm these additional findings, but the results were promising.

Project Follow Through Webinar Recording Available!

In 1967 the United States Department of Education launched the largest, most ambitious educational experiment in history, Project Follow Through. It's stated purpose was to discover which approach was best for teaching at-risk children from kindergarten through grade 3.

Veteran Direct Instruction author, researcher and implementer Bonnie Grossen presented this webinar and provided insight into the outcomes of the project and the response to the findings.

Topics covered include:

- Goals and Origins of Project Follow Through
- Scope and Structure
- Results and Implications
- Critique and Lack of Dissemination
- Significance Today

[Click here](#) to view this 90-minute webinar and download the participant materials.

IDEA Public Schools Seeks Direct Instruction Program Managers



IDEA Public Schools has grown from a single school of 150 students in Donna, TX, to the fastest- growing family of tuition-free, public charter schools in the United States. They have over 65,000 students enrolled in its 120 campuses. IDEA utilizes Direct Instruction as their core literacy program in Pre-K through 2nd grade. NIFDI is proud to partner with IDEA in their implementation of DI.

If you have a minimum 2 years experience teaching Reading Mastery (Reading or Language), 1 year of coaching Reading Mastery and 2 years managing a DI program implementation and instruction, you may be the right fit for one of these exciting opportunities to serve as a Direct Instruction Program Manager. (DIPM)

The IDEA website describes the *Role Mission* as follows: *The DI Program Manager serves as an expert in Direct Instruction for Pre-K-2 DI within an assigned region, managing and supporting student academic achievement through data analysis, consistent quality coaching and training of leaders. As a national team member, the DIPM will collaborate across regions and with NIFDI to implement comprehensive, user friendly and aligned processes that empower school leaders to lead instruction, increase teacher effectiveness and maximize student results.*

IDEA is currently searching for Direct Instruction Program Managers in the following regions—

- [Rio Grande Valley](#)
- [Permian Basin](#)
- [Cincinnati](#)
- [Greater Houston](#)

For more information and to apply, click on the links above!

Engelmann Foundation Accepting Grant Requests



The Engelmann Foundation, created in 1997, is dedicated to continuing the legacy of Siegfried "Zig" Engelmann through the support, promotion and development of educators around the world implementing Direct Instruction with their students. Over the past 23 years the foundation has distributed 56 grants totaling over \$325,000.

The Engelmann Foundation offers two grant opportunities: Conference Grants and General Grants. Conference Grants are tailored to provide funds to attend the annual National Direct Instruction Conference hosted by the National Institute for Direct Instruction in Eugene, Oregon each July. General Grants are designed to support projects, training and development, implementation and other similar endeavors that utilize Direct Instruction (DI) programs. Both grant application types operate on a twice-yearly schedule. The deadlines for submitting grants are 5:00pm PDT December 1st and June 1st. Note that while grant applications are accepted on an on-going basis, applications will be held for consideration until the next grant cycle deadline.

For more information on the foundation and to make a grant application, go to <https://engelmannfoundation.org/>

Catch Up on Kerry Hempenstall's Blog



One of the hidden gems to be found at the NIFDI website is Australian researcher Dr. Kerry Hempenstall's series of blog postings. Kerry is an amazing resource. He is a prolific writer and reads an amazing amount of educational research. [Click here](#) to read his biography and access his list of chapters and published articles, many of which are downloadable.

The past few months Kerry has posted several more blog entries at the NIFDI website. His recent topics include:

- [Autism spectrum disorder and literacy: Recent findings](#)
- [Handwriting? Worth the trouble these days?](#)
- [The importance of effective instruction](#)
- [Grade Retention: Why not?](#)

[Click here](#) to see the complete listing of his postings. We hope you find his writing interesting and useful.

Shep Barbash Speaks at National Association of Scholars about Science Standards



Education writer Shep Barbash recently spoke at the National Association of Scholars' (NAS) webinar on their critique of the *Next Generation Science Standards*. More than 20 states and the District of Columbia have adopted the Next Generation Science Standards (NGSS), a K-12 science curriculum.

The NAS website states "Millions of students now take science courses that don't teach important aspects of life and physical sciences, including Newton's law, thermodynamics, the pH scale, magnetism, sonar and radar, cell & tissue types, viruses and bacteria, DNA, RNA, and cell division. Worse, the NGSS don't even teach the Scientific Method!" [Click here](#) to go to the recording of the webinar.

Shep's comments, which begin at 37:55, draw heavily on Siegfried Engelmann's observations on the problems associated with the imposition of standards. Engelmann contended that standards are written by people who have no knowledge of teaching, and therefore no information about what it takes to actually teach the content that is being promoted. An excellent example of Engelmann's position is his 2015 critique of the Common Core State Standards. To read the critique [click here](#).

The National Institute for Direct Instruction
805 Lincoln

Eugene, OR 97401

877.485.1973

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