



The National Institute for Direct Instruction Presents—

The 45th Annual National Direct Instruction Conference and Institutes

Hotel Eugene & Conference Center
Eugene, Oregon
July 22–26, 2019

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45th Annual National Direct Instruction Conference and Training Institutes

This year marks the 50th year since the first Direct Instruction programs were published. It also is the 45th anniversary of the National Direct Instruction Conference. What started as a small event attended by 90 educators, mostly from the northwest, has grown to be the largest training event devoted specifically to Direct Instruction, attracting attendees from around the world. Over time a DI “community” has developed—a community of like-minded individuals bound by a shared belief that, given the opportunity, all students can achieve remarkable results. The National Direct Instruction Conference and Institutes features a group of the best, most qualified Direct Instruction trainers, innovators, and authors, all working to help professionals such as you improve their ability to serve students.

No matter what your job title is—principal, supervisor, literacy coach, teacher, paraprofessional, professor, or something else—the National DI Conference has something for you. In response to attendee feedback, we have updated and expanded the content of many sessions. New sessions include:

- Teach Like a Champion
- The Psychology of Effective Coaching
- Refined Coaching and Supervision
- Conducting Research-Based Curriculum Evaluations

We are excited to welcome our keynote speaker, Carolyn Schneider. Carolyn is a veteran DI trainer. It is fitting that she should be with us at this landmark anniversary as she was one of the first consultants trained by Zig Engelmann to train other teachers in DI presentation skills.

We will be holding the DI Block Party on the evening of July 23. There will be a hamburger and hotdog meal, as well as games, music and other entertainment. The block party will be the perfect way for you to socialize with your friends and meet other participants from around the world.

Plan on coming to Eugene this summer and take advantage of the beautiful location and take part in the most comprehensive offering of Direct Instruction training and information available—anywhere!

We look forward to seeing you in Eugene this July!

Sincerely,

Bryan Wickman
Outreach Events Coordinator

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CONFERENCE PRESENTERS

Ann Arbogast
Eugene, Oregon

Kurt Engelmann
Eugene, Oregon

Bernadette Kelly
Newport, Oregon

Molly Blakely
Missoula, Montana

Linda Frost
Baltimore, Maryland

Patrice Riggin
Lewes, Delaware

Tamara Bressi
Eugene, Oregon

Cheri Gerrein
Cincinnati, Ohio

Randi Saulter
Portland, Oregon

Jane Carter
Eugene, Oregon

Bonnie Grossen
Hillsboro, Oregon

Carolyn Schneider
Travellers Rest, South Carolina

Kristal Childs
Gunnison, Utah

Evan Haney
Eugene, Oregon

Terry Scott
Louisville, Kentucky

Don Crawford
Portland, Oregon

Robyn Hendrickson
Gunnison, Utah

Marcy Stein
Seattle, Washington

Michele Davidson
Toronto, Ontario

Ginger Herrman
Great Bend, Kansas

Beverly Trent
Altamont Springs, Florida

Rochelle Davisson
Eugene, Oregon

Faun Hyde-Oliveira
Turlock, California

Sheri Wilkins
Apple Valley, California

Donna Dressman
Cincinnati, Ohio

Marvelyn Johnson
Chestertown, Maryland

FEATURED KEYNOTE SPEAKER



Carolyn Schneider

Educational Consultant and Author
Traveler's Rest, South Carolina

Carolyn Schneider is founder and President of DI Consultants LLC, located in Traveler's Rest, South Carolina. Carolyn's consultancy practice has provided training for educators in 37 states and three countries. She has supervised urban and rural implementations in Title I and Special Education. Her consulting experience has included working in over 5,000 classrooms. Carolyn developed many training programs for Direct Instruction, and trained more than 500 consultants for the McGraw-Hill Learning Group.

Carolyn has designed leadership training and effective coaching courses utilized in her practice. She has received Excellence in Education and Direct Instruction Hall of Fame recognitions from the Association for Direct Instruction.

MASTER SCHEDULE

Monday, July 22

7:30–9:00	Registration
9:00–12:00	Pre-Conference Sessions and Institutes
12:00–1:30	Lunch (on own or pre-purchase a lunch ticket)
1:30–4:00	Pre-Conference Sessions Conclude

Tuesday, July 23

7:30–8:30	Registration
8:30–9:30	Conference Opening & Keynote Carolyn Schneider — <i>Educational Author and Consultant, Traveler's Rest, South Carolina</i>
9:45–11:45	Sessions & Institutes
11:45–1:00	Lunch (on own or pre-purchase a lunch ticket)
1:00–4:00	Sessions & Institutes
5:30–8:00	DI Welcoming and Block Party

Wednesday, July 24

8:30–11:45	Sessions & Institutes
11:45–1:00	Lunch (on own or pre-purchase a lunch ticket)
1:00–4:00	Sessions & Institutes

Thursday, July 25

8:30–11:45	Sessions & Institutes
11:45–1:00	Lunch (on own or pre-purchase a lunch ticket)
1:00–4:00	Sessions & Institutes

Friday, July 26

8:30–11:45	Sessions & Institutes
11:45–1:00	Lunch (on own or pre-purchase a lunch ticket)
1:00–3:00	Sessions & Institutes
3:15–4:00	Conference Closing

LIST OF SESSIONS

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Pre-Conference All Day Monday</p> <p>P1) Foundations of Explicit Instruction P2) Introduction to DI P3) Teach Like a Champion P4) The Psychology of Effective Coaching P5) DI Essentials for Administrators P6) Road to Success</p>	<p>A Sessions: Tuesday–Friday Mornings</p> <p>A1) Reading Mastery Signature Edition Grade K Reading A2) Reading Mastery Signature Edition Grade 1 Reading A3) Reading Mastery Signature Edition Grades 4 and 5 Reading A4) Reading Mastery Signature Edition Grades 2 and 3 Language A5) Corrective Reading Decoding A–C–Introductory Training A6) Connecting Math Concepts: Comprehensive Edition B and C A7) Connecting Math Concepts: Comprehensive Edition D–F A8) Refined Coaching and Supervision</p>			
	<p>B Sessions: Tuesday & Wednesday Mornings</p> <p>B1) DI for Students with Autism Spectrum Disorder B2) Sensible Sequences: Selecting and Sequencing DI Programs B3) Overview of Essentials for Algebra B4) Research on DI: Policy and Practice</p>		<p>C Sessions: Thursday & Friday Mornings</p> <p>C1) Management and Teaching Techniques for Severely Handicapped Learners C2) Literacy Activities for Primary Grades C3) Conducting a Research-Based Curriculum Evaluation C4) Corrective Reading Decoding–Follow-up Training</p>	
	<p>D Sessions: Tuesday–Friday Afternoons</p> <p>D1) Reading Mastery Signature Edition Grade K Language D2) Reading Mastery Signature Edition Grade 1 Language D3) Reading Mastery Signature Edition Grades 2 and 3 Reading D4) Reading Mastery Signature Edition Grades 4 and 5 Language D5) Corrective Reading Comprehension A–C–Introductory Training D6) Connecting Math Concepts: Comprehensive Edition A/DISTAR Arithmetic I D7) CHAMPS: Proactive Behavior Management D8) Targeted Professional Development–Creating and Delivering In-services</p>			
	<p>E Sessions: Tuesday & Wednesday Afternoons</p> <p>E1) Effective Instruction and Environment: Prevention and Management of Non-Compliant and Disruptive Behavior in the Classroom E2) Overview of Essentials for Writing E3) Advanced DI Delivery Techniques E4) Repeat Until Fluent–Teaching Oral Reading Fluency</p>		<p>F Sessions: Thursday & Friday Afternoons</p> <p>F1) Reading Mastery K and 1–Follow-up Training F2) Analyzing Student Progress in DI Programs F3) Design of Instruction–Deconstructing DI</p>	
<p>Institutes: Monday–Friday, All Day</p> <p>Coaching Institute Becoming an Effective DI Trainer Administrator Institute: Effective Implementation of DI for All Students*</p> <p><i>*The Administrator Institute runs four days–Tuesday through Friday; select a pre-conference session to complete your schedule.</i></p>				

PRE-CONFERENCE SESSIONS

Monday ONLY

P1) Foundations of Explicit Instruction

*Intended Audience: Open
Experience Level: All
Presenter: Randi Saulter*

There isn't a Direct Instruction program for every subject you teach. How can you make all the lessons you write and teach more systematic, direct, engaging, and success-oriented? Learn lesson design basics for teaching strategies, vocabulary, and concepts. Become more skilled at raising successful engagement rates and providing affirmative and corrective feedback to your students.

Based upon the textbook *Explicit Instruction* by Anita Archer and Charles Hughes, this session is for successful practitioners of Direct Instruction programs who want to make their non-DI program lessons more effective.

Note: *This session has a materials charge of \$25.00. Each participant will receive a copy of Explicit Instruction: Effective and Efficient Teaching, a \$41.00 value.*

P2) Introduction to Direct Instruction

*Intended Audience: Open
Experience Level: Beginner
Presenter: Donna Dressman*

Conference attendees who are new to Direct Instruction are strongly encouraged to attend this session.

This session is designed for the participant with little or no knowledge or experience with Direct Instruction programs. Participants will learn the rationale for the Direct Instruction curricula and the underlying principles of the curriculum design. Participants will then practice the basic procedures common to most Direct Instruction programs including signaling, corrections, setup, motivating students, maintaining attention, pacing of presentation, and recording student progress.

P3) Teach Like a Champion

*Intended Audience: Open
Experience Level: All
Presenter: Molly Blakely*

NEW SESSION! Effective teachers continually strive to master new strategies for heightening student engagement and increasing student success. In this session, based on the popular book by Doug Lemov, teachers will learn specific, engaging, and actionable classroom teaching strategies that can be implemented immediately. Greatness is often found in the details of our craft and no matter how many years we have taught, or how effective we are, there is always room for growth. Various techniques will be demonstrated and participants will have opportunities to practice and discuss these techniques with their peers. At the conclusion of the session, you will have a tool kit full of concrete teaching strategies that will make you feel like you can teach like a champion!

Note: *This session has a materials charge of \$25.00. Each participant will receive a copy of Teach Like a Champion, a \$35.00 value.*

P4) The Psychology of Effective Coaching

*Intended Audience: Coaches and Administrators
Experience Level: All
Presenter: Carolyn Schneider*

NEW SESSION! This session is intended to provide insight into developing positive strategies for working with teachers and principals. The attributes of effective leaders will be reviewed. Identifying how a coach learns to recognize teaching strengths and teacher motivation will be explored. Challenging situations will be discussed.

One of the goals of this session will be to empower coaches to identify and "face up to" problems and learn strategies for proactive interactions. Sections on "handling a bad day and staying above the fray" will be included. Coaching skills and assessment of personal interactions are learned behaviors. The objective of the course is to have coaches build their skills and confidence in successfully addressing complex situations.

Pre-Conference Sessions Continued Monday ONLY

P5) DI Essentials for Administrators (13 Teaching Skills): Observing and Evaluating

Intended Audience: Leadership

Experience Level: All

Presenter: Don Crawford

If you feel somewhat uncertain observing and evaluating DI teaching skills, you need this session. Participants will learn about how to observe for and evaluate the 13 most essential DI teaching skills to create the most improvement in student achievement. Participants will get usable written descriptions of what excellent, satisfactory and unsatisfactory performance looks like for each skill. Participants will learn how to observe for these skills, reliably evaluate them, and quickly create a clear evaluation to share with the teacher. Participants will learn how to follow-up in a way that reduces resistance and induces change in teacher behavior. The 13 skills include establishing routines, providing effective and positive feedback, motivation, monitoring student work, error correction, choral responses, think time, how to ask questions and call on students, delayed tests and more.



“This conference always gives me that ‘shot in the arm’ that I need to get ready for the school year!”

P6) Road to Success: Classroom Routines and Expectations

Intended Audience: Open

Experience Level: All

Presenter: Jane Carter

One of the features of a successful implementation of DI is a common, clear set of routines and expectations for student behaviors. This includes setting up your classroom for success, explicitly teaching and reinforcing rules and routines, active monitoring, and planning for responses to misbehavior.

This session will provide active practice in how to teach these routines and expectations systematically to students. Monitoring student compliance and motivating students to cooperate will also be addressed. This session does not cover how to plan for or address extreme, non-compliant behavior.

Pick Up Your Summer Reading at the DI Store!

The DI store offers a comprehensive selection of texts and supplements on a wide range of DI-related topics. Pick up your favorite titles or something new and learn how to be more effective in the classroom!

A SESSIONS

Tuesday–Friday MORNINGS

A1) Reading Mastery Signature Edition Grade K Reading

Intended Audience: Open
Experience Level: All
Presenter: Robyn Hendrickson

This session will prepare participants to effectively implement *Reading Mastery Signature Edition* Grade K, a beginning reading program for non-reading children. The Grade K program teaches all the prerequisite skills children need to master the fundamentals of beginning literacy including phonemic awareness, phonics, fluency and comprehension.

Children in the Grade K program learn sounds for letters and read words composed of sounds they have learned in a carefully programmed sequence of skills. Lessons include pre-reading exercises, rhyming, beginning decoding activities, symbol identification, comprehension activities and more.

A2) Reading Mastery Signature Edition Grade 1 Reading

Intended Audience: Open
Experience Level: All
Presenter: Donna Dressman

This session will prepare participants to effectively implement *Reading Mastery Signature Edition* Grade 1, which is the second level of *Reading Mastery*. Vocabulary and instructional details that are presented at the beginning of *RMSE* Grade 1 are carefully geared to what children learned in Grade K.

Participants will learn how students in *RMSE* Grade 1 develop strategies for decoding difficult words, increase fluency in passage reading, and develop strategies for answering a range of oral and written comprehension questions. Participants will also learn how *RMSE* Grade 1 develops basic reasoning skills such as making inferences, drawing conclusions and working independently.

A3) Reading Mastery Signature Edition Grades 4 and 5 Reading

Intended Audience: Open
Experience Level: All
Presenter: Kristal Childs

Reading Mastery Signature Edition Grades 4 and 5 emphasize literary analysis and extended writing. Participants in this session will gain knowledge regarding skills and strategies students develop in order to read and understand classic and modern fiction, poetry, folktales, factual articles, biographies, plays, novels, and novellas. Students learn how to analyze characters, setting plots, and themes in classic and modern fiction. The daily writing assignments focus on literary interpretation and critical thinking. By Grade 5, writing includes essays, dialogues, short stories and poetry.

A4) Reading Mastery Signature Edition Grades 2 and 3 Language

Intended Audience: Open
Experience Level: All
Presenter: Linda Frost

The Grade 2 level of the *Reading Mastery Signature Edition* Language strand teaches comprehension skills (such as formulating deductions, finding ambiguous words in sentences, and classification), story grammar (application and extrapolation) and writing (clarity, organization, and editing). Students learn to write paragraphs that tell the main idea and supporting details of what occurred in a given illustration. Other writing-related skills in the program include parts of speech, conventions, punctuation and editing.

The Grade 3 level has a strong focus on writing. The program teaches writing as a process that integrates previously taught skills. The main tracks of the program include sentence analysis, mechanics, editing, reporting, inferring and drawing conclusions, expanded story writing, using resource materials in writing, study skills and outlining.

A Sessions Continued Tuesday–Friday MORNINGS

A5) Corrective Reading Decoding A-C—Introductory Training

Intended Audience: Open

Experience Level: All

Presenter: Randi Saulter

The Corrective Reading program provides systematic reading instruction to students performing below grade level expectations in grades four and above. This session provides an overview of the four Decoding levels and also includes some practice in presenting selected exercises.

Decoding A addresses non-readers by teaching sound-spelling relationships. Students are taught reading strategies for sounding out words and applying those strategies in context.

Decoding B1 and B2 refine word attack skills by introducing new vocabulary and promoting word discrimination. There is a strong emphasis on fluency building as well as comprehension. Practice for rate and accuracy and charting of daily fluency progress are features that help corrective readers catch up with peers.

Decoding C teaches students to apply the skills they have learned in prior levels to a broad range of material—textbooks, newspapers, magazines, and other forms of print. Comprehension is emphasized, including skills such as identifying cause and effect, main idea, sequencing, summarizing/retelling and referencing text for specific factual information.

A6) Connecting Math Concepts: Comprehensive Edition Levels B and C

Intended Audience: Open

Experience Level: All

Presenter: Marvelyn Johnson

Levels B and C of *Connecting Math Concepts: Comprehensive Edition* introduce all the component discriminations and skills required to provide a solid foundation in operations involving place value, money, geometry, algebra, measurement, data and word problems.

CMCCE Levels B and C help students understand mathematical procedures and concepts and develop the ability to work the full range of problems and applications that define mathematics at this level. Students learn not only the basics but also higher-order mathematical concepts.

A7) Connecting Math Concepts: Comprehensive Edition Levels D–F

Intended Audience: Open

Experience Level: All

Presenter: Patrice Riggan

This session provides training for teaching *Connecting Math Concepts: Comprehensive Edition* Levels D and E and an overview of Level F.

By the time students have completed Level C, they are very firm in the concepts taught in earlier levels—measurement, time, money, geometry, estimation and place value and have strong skills in problem solving. Levels D, E and F develop more complex problem-solving strategies and provide a thorough grounding in fractions, decimals and percent, ratios and proportions and basic geometry.

“Our trainer made this very difficult work upbeat, fast-paced and positive!”

A8) Refined Coaching and Supervision

Intended Audience: Coaches, team leaders, mentors, facilitators

Experience Level: Prior attendance in the Coaching Institute or NIFDI Coaching Academies

Presenter: Molly Blakely

NEW SESSION! In this session, participants will learn powerful and effective coaching practices in order to boost both teacher and student performance. Advance beyond the basics of teacher observation and feedback and learn techniques for moving teachers from practitioners to instructional engineers. Learn how to effectively create a meaningful target for individual teachers, teams of teachers, as well as for schools and districts. In addition, effective communication strategies will be discussed so that you have a tool box of strategies when working with resistant or challenging individuals. Completion of the NIFDI Coaching Institute or NIFDI Coaching Academies is required in order to register for this session.

B SESSIONS

Tuesday & Wednesday MORNINGS

B1) Direct Instruction for Learners with Autism Spectrum Disorder

Intended Audience: Open
Experience Level: All
Presenter: Faun Hyde-Oliveira

UPDATED SESSION! This session will focus on meeting the needs of students diagnosed with Autism Spectrum Disorder. Adaptations and extra scaffolding will be explained, and participants will view excerpts of students in various programs. Program progressions will be discussed, and information on curriculum decisions will be included.

“After 23 years, you get in a rut... thank you for firing me up again!”

B2) Sensible Sequences: Selecting and Sequencing DI Programs

Intended Audience: Open
Experience Level: All
Presenter: Beverly Trent

UPDATED SESSION! This session is designed to help participants distinguish among the many programs in the Direct Instruction family. Participants will learn to build custom interventions by increasing knowledge of the organization and breadth of the major programs, including mathematics.

- What are the differences between the various editions of *Reading Mastery*?
- Can these editions be mixed?
- Where does *Horizons* fit in and when is this program a better choice?
- How early can *Corrective Reading* be used?
- Is *Corrective Reading* always the best choice for older students?
- When would *Language for Learning*, *Language for Thinking* or *Language for Writing* be a better choice than *Reasoning and Writing* or the language track of *Reading Mastery*?

B3) Overview of Essentials for Algebra

Intended Audience: Open, teachers and leadership at the middle or high school level
Experience Level: All
Presenter: Bernadette Kelly

Essentials for Algebra is a Direct Instruction math program for middle or high school students who are at risk of failing exit requirements for high school graduation. This session provides an overview of the program (pre-algebra and beginning algebra) and also includes some practice in presenting selected exercises.

The design of Essentials for Algebra makes it possible to teach content that is typically difficult for at-risk students to learn. The program content includes strategies for solving probability problems, work on the coordinate system, signed numbers, various multi-step algebra problems and unique strategies for solving rate, ratio, and proportion problems.

B4) Research on DI: Policy and Practice

Intended Audience: Open
Experience Level: All
Presenter: Marcy Stein

This session will review the historic and current research base on Direct Instruction. Studies examining specific DI programs and those related to specific populations, such as students with disabilities, will be covered. Attention will be given to studies of implementation characteristics associated with high student achievement. Participants will look at how this research informs (or doesn't inform) policy, including research processed through the What Works Clearinghouse.

The session will also include information on a method for participants to analyze their data and compare it with other schools, their state, etc.

C SESSIONS

Thursday & Friday MORNINGS

C1) Management and Teaching Techniques for Severely Handicapped Learners

Intended Audience: Supervisors and directors, school psychologists, and coaches
Experience Level: Experienced
Presenter: Ann Arbogast

UPDATED SESSION! Teachers who work with students that are too low to place in a DI program would benefit from this session. This workshop will focus on technical detail on how to manage inappropriate behaviors and teach very low performing students. The workshop provides teachers with ideas and specific techniques for what to teach; strategies for dealing with problems of echolalia, limited receptive language and how to expand, firm and generalize tasks. Participants will receive a copy of Siegfried Engelmann's manual, *Strategies for Teaching Students with Low-Incidence Disabilities*.

C2) Literacy Activities for Primary Grades

Intended Audience: Open
Experience Level: All
Presenter: Beverly Trent

UPDATED SESSION! A successful primary classroom involves not only providing effective instruction, but also planning engaging, meaningful activities for the students working independently. This session will focus on how to create and incorporate literacy activities, correlated with the Direct Instruction reading and language programs, into the primary classroom. Participants will look at available published supplemental materials, as well as those that can be created by the teacher. Training will focus on how to plan literacy centers that support and enhance *Reading Mastery* and *Language for Learning*. Participants will have the opportunity to share activities and ideas through a facilitated discussion.

C3) Conducting a Research-Based Curriculum Evaluation

Intended Audience: Open
Experience Level: Experienced
Presenter: Marcy Stein

NEW SESSION! This session will discuss how to generate and apply evidence-based criteria in evaluating and selecting commercially available curricula. The session also will address the process of conducting an objective curriculum adoption along with recommendations for effective curriculum adoption procedures. Participants will work through examples of curriculum evaluations and have the opportunity to examine materials using evidence-based criteria applicable to both literacy and math. Those attending this session will receive a copy of *Rubric for Identifying Authentic Direct Instruction Programs*. It is recommended that participants attend the session *B4) Research on DI: Policy and Practice* prior to attending this session.

C4) Corrective Reading Decoding A-C– Followup Training

Intended Audience: Open
Experience Level: Corrective Reading Decoding Training and at least 1 year experience teaching the program
Presenter: Michele Davidson

NEW SESSION! This session is designed for those who have had prior training in and have taught Corrective Reading Program, Decoding. This training will firm instructional skills learned during initial program training and will provide opportunities to practice later lesson formats that are difficult to present.

Participants will learn strategies to help improve students' mastery. Training of complete error correction techniques, strategies for firming sounds, application of think time, vocabulary firming, presenting comprehension questions effectively, silent-e word formats, and refining board-work presentation will be part of this session. Participants will have the opportunity to share experiences with instructional formats and seek clarification on instructional delivery techniques.

D SESSIONS

Tuesday–Friday AFTERNOONS

D1) Reading Mastery Signature Edition Grade K Language

Intended Audience: Open
Experience Level: All
Presenter: Robyn Hendrickson

Grade K Language of *Reading Mastery Signature Edition* maximizes vocabulary acquisition through direct teaching of word meanings and word relationships. The daily lessons teach students the words, concepts, and statements important to both oral and written language. Grade K focuses on the language of instruction—following directions, answering questions, sentence production, comparatives, classification and if-then reasoning.

Grade K Language is appropriate for kindergarten and primary school-aged children who have not acquired the language knowledge and skills for their age. It is also appropriate for preschool children and primary-aged students in bilingual and ELL settings.

“Linda was on target and attentive to the needs of individual participants.”

D2) Reading Mastery Signature Edition Grade 1 Language

Intended Audience: Open
Experience Level: All
Presenter: Marvelyn Johnson

The Grade 1 level of the *Reading Mastery Signature Edition* Language strand emphasizes language concepts, story grammar, age-appropriate literature and writing. Word skills (opposites, definitions, synonyms, contractions), reasoning skills (same/different, true/false, analogies), map reading and calendar skills are taught and practiced extensively. Story grammar and literature exercises contain interesting and amusing stories that allow students to learn about character development and become proficient in story-related writing.

D3) Reading Mastery Signature Edition Grades 2 and 3 Reading

Intended Audience: Open
Experience Level: All
Presenter: Kristal Childs

Participants will learn how lessons in *RMSE* Grades 2 and 3 emphasize reasoning and study skills through the application of rules in various contexts. The introduction of complex sentence forms and range of vocabulary activities in *RMSE 2* will be reviewed. In addition, participants will see how Grade 3 students learn to evaluate problems and solutions, learn facts about the world, interpret maps, graphs and timelines and complete research projects. Participants will develop knowledge of daily reading selections that include realistic fiction, fantasy and factual articles.

D4) Reading Mastery Signature Edition Grades 4 and 5 Language

Intended Audience: Open
Experience Level: All
Presenter: Linda Frost

Grade 4 of the *RMSE* Language strand teaches expository and narrative writing, grammar, critical thinking and study skills. The program starts with a focus on critical analysis of arguments and claims and analyzing and correcting problems caused by a lack of specificity. Later lessons focus on writing stories and reports, giving speeches and using reference materials. By the end of the program, students will be able to write a five-paragraph persuasive report and present it while students in the audience take notes and provide feedback.

Grade 5 has three recurring emphases that are relevant to students who are learning to think critically: alternative explanations, parallelism, and general versus specific. The main content of the program includes retell, constructing parallel sentences, writing directions and arguments, and parts of speech. In the vocabulary track, students use different strategies to extend and improve their vocabulary. Daily writing activities provide students with opportunities to respond to literature, make judgements about important story events and write their own stories and poems.

D Sessions Continued Tuesday–Friday AFTERNOONS

D5) Corrective Reading Comprehension A-C–Introductory Training

*Intended Audience: Open
Experience Level: All
Presenter: Molly Blakely*

The Corrective Reading program provides systematic reading comprehension and language instruction to students performing below grade level expectations in grades four and above. This session provides an overview of the four Comprehension levels and also includes some practice in presenting selected exercises.

Comprehension A creates a framework for learning new information and filling in crucial background knowledge. It teaches basic reasoning skills that form the framework for learning information. Students are taught thinking operations they can apply to any content area. Skills taught include vocabulary (definitions, synonyms and antonyms, descriptions), logical thinking skills, common semantics and background knowledge (such as animal classification).

Comprehension B1 and B2 develop the skills necessary to extract meaning from content-based texts, such as books, newspapers, and magazines. Lessons focus on developing background knowledge, vocabulary, and thinking skills needed to construct meaning from written material. By the end of Level B, students will have mastered skills in literal and inferential comprehension, reading for information, following sequenced instructions, analyzing contradictions, and understanding common information.

Comprehension C develops the skills necessary to apply reasoning concepts independently. Students learn new strategies and apply concepts to specific examples while the teacher monitors independent student work and differentiates questions to check for understanding. By the end of level C, students will be proficient at analyzing arguments, organizing and using sources of information and communicating in written form.

“This training filled in so many gaps that I was missing!”

D6) Connecting Math Concepts: Comprehensive Edition Level A / DISTAR Arithmetic I

*Intended Audience: Open
Experience Level: All
Presenter: Patrice Rigglin*

Connecting Math Concepts: Comprehensive Edition (CMCCE) Level A teaches the component skills and operations required to provide a solid foundation in number skills. Children who complete *CMCCE Level A* will have a strong understanding of the fundamental logic of math as it applies to addition, subtraction, word problems and the relationship of base-10 numerals to addition. The program includes tracks on money, geometry, measurement, data classification and organization. The program addresses all the standards specified in the Common Core State Standards for kindergarten mathematics.

DISTAR Arithmetic I teaches students to perform the basic operations of addition, algebra addition (missing addends) and subtraction. Upon finishing the program, learners are able to work simple story problems involving those operations, solve simple problems based on the more-than or less-than signs, derive new arithmetic facts based on an understanding of approximately 35 facts and apply ordinal counting to simple picture problems.



D Sessions Continued Tuesday–Friday AFTERNOONS

D7) CHAMPS: Proactive Behavior Management

Intended Audience: Open

Experience Level: All

Presenter: Randi Saulter

CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) assists classroom teachers in designing and fine-tuning a proactive and positive classroom management plan that overtly teaches students how to behave responsibly. This session will train participants to implement the strategies presented in *CHAMPS*, including:

- reducing classroom disruptions and office referrals;
- improving classroom climate;
- increasing student on-task behavior; and
- establishing respectful and civil interactions.

By following the effective, research-based practices outlined in *CHAMPS*, participants will develop methods for clearly communicating their expectations for every classroom activity and transition. These clear expectations, combined with logical and fair responses to misbehavior, allow teachers to spend less time disciplining and more time teaching.

Note: *This session has a materials charge of \$40.00. Each participant will receive a copy of CHAMPS, a \$45.00 value.*

D8) Targeted Professional Development—Creating and Delivering In-Services

Intended Audience: Open

Experience Level: Experienced

Presenter: Beverly Trent

EXPANDED CONTENT! This session is designed for experienced DI coaches, supervisors, lead teachers and others responsible for improving student performance by improving the delivery and management skills of their instructional staffs.

Participants will:

- identify and prioritize areas of need by analyzing observational and written data;
- create and deliver an effective in-service;
- devise effective tools for measuring the impact of their in-services.

E SESSIONS

Tuesday & Wednesday AFTERNOONS

E1) Effective Instruction and Environment: Prevention and Management of Non-Compliant and Disruptive Behavior in the Classroom

Intended Audience: Behavior supervisors and directors, school psychologists and coaches
Experience Level: Experienced
Presenter: Terry Scott

Non-compliance and defiance are two of the most pervasive and troublesome problem behaviors facing educators today. In this workshop, in-depth information and training will be provided for understanding how effective instructional planning and delivery in coordination with thoughtful classroom arrangements can be used both as prevention and as a framework for effective management of non-compliant and disruptive behaviors. Activities and video scenarios will be used to engage participants in consideration of how these strategies can be adapted to meet their unique needs.

E2) Overview of Essentials for Writing

Intended Audience: Teachers or administrators at the middle or high school level
Experience Level: All
Presenter: Bonnie Grossen

The goal of *Essentials for Writing* is to prepare high school students to pass the writing component of the high school exit exams in most states, especially in California and Florida. This program may be seen as a sequel to *Expressive Writing 2* in its emphasis on writing.

Students learn to write retells, persuasive arguments, descriptions, autobiographical sketches, responses to literature and stories with specific themes. Different from *Reasoning and Writing*, there is less logic and science included in this program. To pass high school exit exams, students also need fluency skills. These skills are provided by *Corrective Reading* and are not included in *Essentials for Writing*.

E3) Advanced DI Delivery Techniques

Intended Audience: Teachers, supervisors, and administrators experienced in teaching DI programs
Experience Level: Experienced
Presenter: Donna Dressman

This session is designed for experienced teachers of Direct Instruction materials, supervisors, and administrators. Information presented will focus on both student and teacher mastery, enhancements and modifications to the lesson presentation, data collection during instruction, and monitoring and modifying your DI implementation. Illustrations and examples will be taken from a variety of curriculum areas, with an emphasis on reading and language.. At least two years of experience with DI is recommended.

“Donna’s training was such an enriching experience for me.”

E4) Repeat Until Fluent–Teaching Oral Reading Fluency

Intended Audience: Academic
Experience Level: Experienced
Presenter: Faun Hyde Oliveira

Fluency, or accuracy plus speed, is a crucial element to completing tasks with ease. In this session we will explore different ways to build fluency in the skills necessary to be successful in academic tasks and how to measure progress on a standard chart. This session will be hands on, explore different components of Direct Instruction programs, and discuss how to build more frequent responding in those programs using timed practice and progress monitoring.

F SESSIONS

Thursday & Friday AFTERNOONS

F1) Reading Mastery K and 1: Follow-up Training

Audience/Track: Academic

Experience Level: RM K or 1 training and at least 1 year experience teaching the program

Presenter: Michele Davidson

This session is designed for those who have had prior training in and have taught Reading Mastery Signature Edition Grade K or Grade 1, Reading and/or Language strands. This training will firm instructional skills learned during initial program training and will provide opportunities to practice later lesson formats that are difficult to present. Participants will learn strategies to help improve students' mastery. Training of complete error correction techniques, strategies for firming sounds, rhyming formats, irregular word formats, final-e rule, and language formats will be part of this session. Participants will have the opportunity to share experiences with instructional formats and seek clarification on instructional delivery techniques.

F2) Analyzing Student Progress in DI Programs

Audience/Track: Academic

Experience Level: All

Presenter: Jane Carter

Recording in-program data can sometimes seem like just busy work to instructors if they don't know why it is necessary and what to do with it once it has been recorded. This session will demonstrate and analyze how to collect and then use in-program student performance data to drive instruction. Participants will learn what data should be collected, who should review it and how often it should be reviewed. Different data collection systems will be explored. Participants will also learn effective and practical applications using the information gained through the analysis of the recorded data.

F3) Design of Instruction– Deconstructing DI

Audience/Track: Academic, Leadership

Experience Level: All

Presenter: Evan Haney

Beyond the superficial features of Direct Instruction programs, there is a complex set of instructional design principles. Because of these design principles, when DI is properly delivered, student outcomes will surpass the outcomes of other forms of instruction. In this session, participants will gain insight into what those design principles are and how the program designers apply them to a variety of skill sets.

“The information provided here should be required instruction!”



“It was a week filled with information, fun and practice. Eugene is such a great location with so much to do. I come back year after year”

INSTITUTES

All Day Monday–Friday

Direct Instruction Coaching Institute

Intended Audience: Lead, mentor or master teachers and consultants who serve as a staff development resource

Experience Level: Experienced

Presenter: Ginger Herrman and Cheri Gerrein

Whether you're an instructional coach, peer coach or administrator responsible for improving student performance, one of the most critical roles in a successful Direct Instruction implementation is the coach. With good, careful coaching, teachers will become more skilled and proficient in teaching the DI programs, and students will excel with improved instruction.

In an implementation that does not incorporate high-quality coaching, some teachers will become stars, but others may demonstrate little to no improvement, keeping the implementation as a whole from achieving a high level of success. With effective coaching, staff development and strong leadership, teachers using Direct Instruction will improve dramatically, and students will progress farther and faster than they ever have before.

This Institute will equip building and district-level instructional coaches, peer coaches, lead teachers and mentor teachers with critical coaching and support skills.

Participants will learn how to:

- Gain meaningful information from lesson progress and in-program mastery data.
- Model how to improve written records.
- Conduct supportive classroom observations and demonstrations aimed at increasing student success.
- Provide effective oral and written feedback to instructors to directly impact student performance.
- Design and deliver effective, on-going professional development sessions.
- Facilitate rehearsal sessions.
- Determine the appropriate intervention based on data and observation.
- Facilitate Data Analysis Team meetings to find and solve student performance problems in a timely manner.



“If I could write every word said, I would. Everything is inspirational and informative.”



All Day Tuesday–Friday (No Monday Session)

Administrator Institute: Effective Implementation of DI for All Students

Intended Audience: District and building-level administrators and supervisors

Experience Level: All

Presenters: Kurt Engelmann and Sheri Wilkins

A successful Direct Instruction (DI) implementation requires the active participation of a fully engaged administrative team. The role of these individuals is to ensure student achievement by setting up the implementation for success, providing ongoing support to teachers and paraprofessionals, monitoring the effectiveness of instruction and solving implementation problems as they arise. This intensive four-day session provides a deeper understanding of the rationale for the comprehensive DI schoolwide model as it guides administrators through the practical and proven steps that promote student learning.

The **goal** of the Administrator Institute is for participants to become familiar with 1) *what* steps are needed to ensure that DI is implemented effectively for all students and 2) *when* these steps should be taken. The institute is structured around a calendar that provides a month-by-month breakdown of the major actions to take for a successful implementation of DI. Year-to-year changes that need to occur in order to build the school's capacity to provide effective implementation support will also be discussed. In addition, the session addresses how to avoid some of the pitfalls that can hamper a schoolwide implementation of DI and prevent schools from maximizing student achievement.



The session references DI Senior Author Siegfried Engelmann's guidelines for the full implementation of Direct Instruction curricula as it addresses the following **questions**:

- What results can schools expect from the comprehensive Direct Instruction schoolwide model?
- How do the design features of the Direct Instruction curricula lead to improved student outcomes?
- What are the advantages of implementing Direct Instruction schoolwide?
- How can instruction be adjusted to meet different student needs through DI?

Participants engage in several **activities** that simulate specific actions to be taken in schools, including conducting observations of videos of actual classroom instruction. A particular emphasis of the session is on analyzing student performance data on student placement, mastery and lesson progress for a wide range of instructional levels and classroom situations. Participants learn how to utilize these data to guide adjustments in instruction as a means of improving outcomes for all students.

This session is appropriate for both school administrators who are new and those who are experienced with DI.

Institutes Continued All Day Monday–Friday

Becoming an Effective Direct Instruction Trainer

Intended Audience: Staff Development Specialists

Experience Level: Experienced

Presenters: Tamara Bressi, Rochelle Davisson

Has your district received training and on-site coaching support for implementing Direct Instruction (DI) and is now looking for ways of maintaining the implementation with a high level of fidelity? The Institute on Becoming an Effective DI Trainer can help your school or district expand its capacity for providing training and support to the DI implementation by developing on-site trainers.

The institute provides training for teachers, coaches, and building coordinators who already have substantial DI experience and are ready to become trainers. Over the course of five days, participants are introduced to the main steps for developing a program training for teachers new to Direct Instruction, which includes:

- creating a training outline;
- designing materials for a training packet;
- identifying critical program formats; and
- articulating the rationale for the program's design.

Participants pre-select a program and level to train, develop an outline for training teachers in the program, and then deliver a presentation to the other participants. Trainees spend approximately half their time with the course leaders and half their time observing and assisting in actual program training sessions at the conference.

Participation in the institute requires extensive experience with Direct Instruction programs. A prerequisite to being admitted to the institute is a minimum of two full years of experience teaching a level of:

- *Reading Mastery*
- *Connecting Math Concepts*
- *Corrective Reading Decoding*

The institute does not provide program training—it assumes that applicants have already been trained in their pre-selected program and have substantial first-hand experience teaching the program. The focus of the institute is on effective training techniques and the content that needs to be included in trainings. Other sessions at the conference provide program-specific training.

Prospective participants must complete a separate application form for admission into the institute (see page 22). Enrollment is limited. **Please complete and return your application by June 10, 2019.** Notification of acceptance will be made by June 17, 2019.

Pre-Pay for Lunch!

Purchase your meal ticket in advance for the popular patio lunch offerings during the conference. Save time waiting in line and the hassle of receipts.

*Monday–Friday: \$80.00
Tuesday–Friday: \$64.00*

REGISTRATION INFORMATION

Where and When

The Hotel Eugene and Conference Center (formerly Hilton Eugene), 66 East 6th Avenue in downtown Eugene, Oregon. Pre-conference and Institutes begin at 9:00 am on Monday, July 22. Conference begins on Tuesday, July 23 at 8:30 am, and all sessions conclude at 4:00 pm on Friday, July 26.

How to Register

1. Complete the registration form or register online at www.nifdi.org/national-di-conference. (Online registration requires credit card payment.)
2. Enclose registration form with credit card information, check, or institutional purchase order for the proper fee.
3. Send completed form and fee to the National Institute for Direct Instruction, PO Box 11248, Eugene, OR 97440.

A confirmation will be sent for all registrations received by July 1, 2019. Space may be limited in each session, so be sure to register early!

Refunds and Cancellations

A 100% refund will be issued if a written request is postmarked by July 6, 2019. Cancellations after that date will not be refunded; however, we do allow substitutions. A written request must be received in our office before any refunds will be made.

Travel

NIFDI recommends using Peak Travel of Eugene for your travel arrangements. Their highly qualified staff will be able to assist you in making air and car reservations. Call 541.342.5001 or 800.237.1353 and ask for Kathy Rise. If you are making your own arrangements, you would fly into Eugene, airport code EUG.

Lodging

NIFDI has negotiated a special \$148 rate with Hotel Eugene (conference headquarters). If the Hotel Eugene property fills, other lodging options may be added. See www.nifdi.org or call us for any updates. Rates do not include room tax (10.5%). Be sure to use code **NIF** to receive the discounted room rates. The Hotel Eugene is holding a limited number of rooms at these discounted rates until June 30. After that date, they may not be able to honor the discounted rates. Make your reservation early.

Hotel	Single/Double	Upgrade
Hotel Eugene 66 East 6th Avenue Eugene, OR 97401 541.342.2000 or 1.800.937.6660	\$148.00	\$20.00/person

Fees and Discounts

Please note: The member and group discounts cannot be used together. Choose the discount that will benefit you or your group the most. Fee includes all training material, coffee each morning, an afternoon snack and the Block Party on Tuesday.

Status	Savings	Fee
<i>Non-Member</i>		
Conference only		\$695.00
Conference and Pre-conference Conference Institute		\$745.00 \$795.00

Members (see page 23 for membership information)

Conference only	\$70.00	\$625.00
Conference and Pre-conference Conference Institute	\$70.00 \$80.00	\$675.00 \$715.00

Student Members

Conference only	\$210.00	\$485.00
Conference and Pre-conference Conference Institute	\$220.00 \$240.00	\$525.00 \$555.00

Group Rates

Group 11–20	15%	varies
Group 21+	Call NIFDI	varies

“This training gave me the support I need to provide proficient instruction to my students.”

45TH ANNUAL NATIONAL DIRECT INSTRUCTION CONFERENCE & INSTITUTES

REGISTRATION FORM

Name _____

Mailing Address _____

City _____ State _____ Zip _____

Phone _____ WORK CELL HOME

Email _____

Position _____ Agency or School Affiliation _____

Session Selections (CIRCLE CHOICES)

Pre-Conference Workshop (select one)

P1 P2 P3 P4 P5 P6

Tuesday–Friday Mornings (select one session for all four mornings)

A1 A2 A3 A4 A5 A6 A7 A8

OR B/C Sessions (select one B and one C session)

B1 B2 B3 B4
C1 C2 C3

Tuesday–Friday Afternoons (select one session for all four afternoons)

D1 D2 D3 D4 D5 D6 D7 D8

OR E/F Sessions (select one E and one F session)

E1 E2 E3 E4
F1 F2 F3

Monday–Friday Institutes

DI Coaching Institute

Administrator Institute*

Becoming an Effective DI Trainer**

**The Administrator Institute runs Tuesday–Friday; select a pre-conference session to complete your schedule.*

***Admission to the Becoming an Effective DI Trainer institute is by approved application only. See page 22 to apply.*

Please send completed registration forms and payments to:

National DI Training Conference
Attn: Bryan Wickman
PO Box 11248
Eugene, OR 97440

Or register online at <http://www.nifdi.org/national-di-conference>.

Fees

Registration Fee (see chart on page 20)	_____
Sessions with Additional Fees:	
P1 Foundations of Explicit Instruction (\$25.00)	_____
P3 Teach Like a Champion (\$25.00)	_____
D7 CHAMPs (\$40.00)	_____
Membership Fee (Optional; see page 23)	_____
Lunch Ticket (Optional; Mon-Fri \$80.00 OR Tues-Fri \$64.00)	_____
Registration Fee + Optional Fees = TOTAL DUE	_____

Payment

NOTE: All conference fees are due prior to the start of the event.

- Credit Card
- VISA
 - Master Card
 - American Express

Card # _____

Expiration _____

Security Code (3 digits in signature panel) _____

Signature _____

Billing Zip _____

Purchase Order # _____

School or Accounting Department Fax # _____

Check (Payable to NIFDI)

BECOMING AN EFFECTIVE DI TRAINER

APPLICATION

Please complete and return this form by June 10, 2019. Enrollment is limited. Applicants will be selected by the session leaders, and not all applicants may be accepted. Notification will be made by June 17, 2019.

Name

Mailing Address

City State Zip

Phone Cell or Work Phone

Email

Position

Agency or School Affiliation

Please indicate the level and number of years you have taught *Reading Mastery Signature Edition (RMSE)*, *Connecting Math Concepts: Comprehensive Edition (CMCCE)*, or *Corrective Reading Decoding*. If you've taught two programs during one school year, please use .5 for each:

Program Level	Year Trained	# of Years Taught	Program Level	Year Trained	# of Years Taught
RMSE K Reading			CMCCE B		
RMSE 1 Reading			CMCCE C		
RMSE 2 Language			CMCCE D		
RMSE 3 Language			CMCCE E		
RMSE 4 Reading			CMCCE F		
RMSE 5 Reading			Decoding A		
			Decoding B1		

On a separate sheet of paper, please answer the following questions:

*In addition to the programs listed above, what **other** DI programs and levels have you taught, if any?*

Why are you interested in this session?

How do you plan on using this training in your work situation?

Please fill out this application completely and send to:

Becoming an Effective DI Trainer
National Institute for Direct Instruction (NIFDI)
 PO Box 11248 • Eugene, OR 97440
 institutes@nifdi.org • Fax 541.683.7543

MEMBERSHIP INFORMATION

Stretch your staff development dollars by becoming a member of NIFDI!

As the premier provider of DI information and training, NIFDI offers a membership feature to serve DI users. Members will enjoy the following benefits:

Regular Membership

Members Only document section of website
Advance access to additional web resources
Member discount on NIFDI sponsored events and publications

Student Membership

Members Only document section of website
Advance access to additional web resources
40% discount on NIFDI sponsored events
Member discount on NIFDI publications

Institutional Membership

Regular Membership benefits for five staff people

Members of NIFDI have exclusive access to several print and video resources such as a 5-part video sequence where Zig Engelmann gives us his take on topics such as individual learning styles, the role of rote teaching, individualizing instruction and more. There is also an excellent interview with Jean Osborn and Elaine "Cookie" Bruner, co-authors of *Reading Mastery* and *Language for Learning*, on the early days of Direct Instruction development and the Bereiter-Engelmann Preschool.

In the Members Only document section, there are several useful forms as well as suggestions for independent work, details on how to implement duet reading, assessment guidelines for students placing in *Corrective Reading* and other interesting, useful material related to Direct Instruction.

Sign up using the registration form below or online at www.nifdi.org/join.

Send completed registration form and payment to:

National Institute for Direct Instruction
Attn: Membership Services
PO Box 11248
Eugene, OR 97440

Questions? Call us! Toll-Free 877.485.1973

NIFDI is a 501(c)(3) charitable organization.
Payments to NIFDI may be tax deductible.



MEMBERSHIP REGISTRATION

Please enroll me for the following membership (billed annually):

- Regular (\$50.00/yr) Student (\$30.00/yr) Institutional (\$250.00/yr)

Name _____

Mailing Address _____

City _____ State _____ Zip _____

Phone _____

Email _____

Position _____

Agency or School Affiliation _____

- Credit Card
- VISA
 - Master Card
 - American Express

Card # _____

Expiration _____

Security Code (3 digits in signature panel) _____

Signature _____

- Purchase Order # _____
School or Accounting Department Fax # _____
- Check (Payable to NIFDI)



About the National Institute for Direct Instruction

The Gold Standard in Direct Instruction.™

The National Institute for Direct Instruction (NIFDI) is a non-profit organization dedicated to:

1. Providing continuous administrative and curricular support to schools and districts as they implement Direct Instruction (DI) programs.
2. Conducting, promoting, and publicizing high-quality research on the effects of DI implementations.

NIFDI has vast experience providing training and on-site support for DI implementations in 160 schools located in 19 states, the territory of Guam, and Australia (Queensland and the Northern Territory). NIFDI has provided large-scale program training including:

- Australia (570 teachers, 103 administrators from 2012 to 2018)
- Connecticut (130 teachers and administrators in 2014)
- Georgia (250 teachers in 2009)
- Guam (750 teachers and 50 administrators in 2004)
- Maryland (over 450 teachers and 40 administrators in 1999)
- Nebraska (350 teachers and 55 administrators in 2007)
- New York (200 teachers and administrators in 2014)
- Oregon (350 teachers and administrators in 2015)
- Texas (1,830 teachers and 100 administrators from 2011 to 2018)
- Washington, D.C. (80 teachers and administrators in 2014)

NIFDI's approach to training is based on the same Direct Instruction principles that lie at the core of the DI approach to teaching: step-by-step breakdown of critical skills, clear explanations, frequent and explicit responses from participants and mastery of skills before introducing more advanced material.

*Want to learn more about NIFDI? **Contact Us!***

PO Box 11248 • Eugene, OR 97440
info@nifdi.org • 877.485.1973 • www.nifdi.org