

Academy Descriptions

Note: These sessions will focus on the application of strategies and procedures in a traditional, face-to-face classroom or school environment. There will be minimal information on modifying these strategies and procedures for application in a virtual setting.

Direct Instruction Coaching Academy

Tamara Bressi and Rochelle Davisson

Tuesday, July 28-Friday, July 31

9:30am-11am (Pacific)

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 session 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.
- Conduct supportive classroom observations and demonstrations aimed at increasing student success.
- Provide effective oral and written feedback to instructors to directly impact student performance.
- Determine the appropriate intervention based on data and observation.

Direct Instruction Leadership Academy

Tara Davis

Tuesday, July 28-Friday, July 31

8:30am-11am (Pacific)

Are you a school or district leader who is preparing to oversee the implementation of Direct Instruction (DI) in the fall? This 10-hour virtual academy will help ensure that DI has a strong start in your school or district under your leadership.

The objectives of the academy are to provide critical information that will assist participants in setting up and supporting the implementation of DI successfully. The academy will address the following questions:

1. What are the key features of a successful DI classroom?
2. What are the specific steps leaders can take to support DI in your classrooms?

With a focus on the *efficiency* and *effectiveness* of instruction, participants will learn how the delivery of DI stems from critical design characteristics of the DI programs. These design characteristics have profound implications for the types of monitoring and support required to ensure teachers successfully deliver the DI programs. Specific forms of monitoring and support covered in the academy include:

- observing practice sessions
- conducting in-class observation and feedback sessions
- checking student independent work
- analyzing completed data forms
- adjusting groupings according to student performance
- providing in-service training on specific topics

A series of activities on a wide variety of leadership functions ensure that participants can apply the procedures covered in the academy to meet the needs of their staff and students. By the end of the session, participants will be able to develop a personalized "action plan" for transforming their school or district into an effective, efficient place of learning with DI.

Behavior Management for the Direct Instruction Classroom

Randi Saulter

Tuesday, July 28-Friday, July 31

12pm-2:30pm, Pacific

This session will offer several strategies for adding structure to your classroom that garner improved behavior and thus improved academic outcomes for your students.

Sampling of topics:

- Establishing classroom rules & routines
- Organizing instructional space to support improved behavior
- Designing efficient and effective classroom transitions
- Designing an efficient and effective classroom management plan
- Designing lessons that TEACH behavioral expectations

Participants will be able to answer the following questions:

- How do I best organize my teaching space to foster success?
- How do I plan effective openings and closings for instructional periods?
- What makes "research-validated" sense when establishing classroom rules?
- How best do I establish classroom routines for academic and non-academic activities?
- What changes student behavior for the better?
- What gets accomplished when we praise students for specific behavior?
- Why is praise better than nagging?
- What is ratio of interaction?

Introduction to Direct Instruction

Rochelle Davisson

Tuesday, July 28 & Wednesday, July 29

12pm-2:30pm, Pacific

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.