



*The National Institute for Direct Instruction Presents—*

# **The 50th Annual National Direct Instruction Conference and Institutes**

Graduate Eugene & Conference Center  
Eugene, Oregon  
July 15–19, 2024

***The most comprehensive offering of Direct Instruction  
training and information available—anywhere!***

- Comprehensive training on *Reading Mastery Signature and Transformations* and *Connecting Math Concepts Comprehensive Edition*
- New sessions on Advanced Coaching and the book *Teach Like a Champion*
- Special Institutes for Administrators, Supervisors, Coaches and Staff Development Specialists
- Many opportunities to network with DI users from around the world





# 50th Annual National Direct Instruction Conference and Training Institutes

The National Direct Instruction Conference was founded in 1974 by Engelmann-Becker Corporation. Siegfried “Zig” Engelmann, Wes Becker, and other Direct Instruction authors wanted to create an event that would provide access to quality training for educators who otherwise might not receive training at all. That first year, 90 educators from mostly the Northwest gathered at Sheldon High School in Eugene. Since that time, thousands of DI practitioners have gathered in Eugene each July to learn new skills, refine existing skills, and discover new ways of helping students worldwide. This year will be no exception to the goal of making sure each student has the best opportunity to succeed and be a contributing member of society. We have assembled a lineup of trainers that are among the best in their field. They have been in countless classrooms and trained literally tens of thousands in how to successfully implement Direct Instruction in classrooms around the world.

This year, the conference features updated training on all mainline DI programs. We have added the session *Advanced Coaching Tools* in response to participant request. We also offer a session on *Teach Like a Champion*, based on the popular book authored by Doug Lemov and his associates. Another exciting addition is the session *How Direct Instruction Exemplifies the Science of Reading*.

Our featured keynote speaker this year is Casey Sovo. Casey has a long history with Direct Instruction. As an instructional officer for the Bureau of Indian Education, he has supported instructors and administrators in implementing DI with high fidelity. You can read his biography on page 4.

After sessions on Thursday, we will host a reception celebrating the 50th anniversary of the conference. We will also recognize educators for their contributions to educational excellence.

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. Plan on coming to Eugene this summer, 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 Director

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## CONFERENCE PRESENTERS

**Kris Althoff**

*Ogilvie, Minnesota*

**Donna Dressman**

*Cincinnati, Ohio*

**Marvelyn Johnson**

*Baltimore, Maryland*

**Amy Braunberger**

*Crete, Nebraska*

**Sean Duncan**

*Santa Fe, New Mexico*

**Toni Rice**

*Great Bend, Kansas*

**Ann Arbogast**

*Eugene, Oregon*

**Kurt Engelmann**

*Eugene, Oregon*

**Randi Saulter**

*Portland, Oregon*

**Molly Blakely**

*Missoula, Montana*

**Cheri Gerrein**

*Cincinnati, Ohio*

**Terry Scott**

*Louisville, Kentucky*

**Tamara Bressi**

*Eugene, Oregon*

**Evan Haney**

*Eugene, Oregon*

**Marcy Stein**

*Seattle, Washington*

**Kristal Childs**

*Gunnison, Utah*

**Robyn Hendrickson**

*Manati, Utah*

**Susan Syverud**

*Madison, Wisconsin*

**Michele Davidson**

*Toronto, Ontario*

**Ginger Herrman**

*Great Bend, Kansas*

**Beverly Trent**

*Altamont Springs, Florida*

**Rochelle Davisson**

*Eugene, Oregon*

**Faun Hyde-Olivera**

*Turlock, California*

**Sheri Wilkins**

*Apple Valley, California*

# FEATURED KEYNOTE SPEAKER



**Casey Sovo**  
**Education Program**  
**Administrator - Bureau**  
**Operated Schools,**  
**Belcourt, North Dakota**

Mr. Casey L. Sovo, an enrolled member of the Comanche Nation, began working for the Bureau of Indian Education (BIE) in 2001 as a high school English Language Arts teacher and became the Education Program Administrator for the New Mexico South Education Line Office (now called the Albuquerque Bureau-Operated Schools Education Resource Center) in July 2010.

Mr. Sovo specializes in differentiating K-12 instruction, using progress monitoring and short-cycle assessments to make data-based instructional decisions, evaluating effective teaching strategies, building professional learning communities, and supporting principals and teachers with their implementation of Multi-Tier Systems of Support. Mr. Sovo deeply believes in the power of education to provide opportunities for changing the outcomes for future generations. He is a strong proponent of Direct Instruction and has supported its implementation in many BIE schools.

In September of 2019, Mr. Sovo was relocated by the BIE to the Belcourt Education Resource Center in North Dakota to serve as the Education Program Administrator for four BIE-funded schools serving 2,200 students on the Turtle Mountain Band of Chippewa Indians reservation, and the Blackfeet Boarding Dormitory in Browning, Montana. Mr. Sovo focused the first six months of his tenure on building trusting relationships with school administrators and school leadership/improvement teams throughout the cooperative district and the state of North Dakota. At the onset of the COVID-19 Pandemic in March 2020, he used those relationships and partnerships to identify public, federal and tribal agency partners to protect the safety of students, staff, and extended multi-generational families throughout the global crisis which allowed school administrators and school leadership/improvement teams to analyze and determine best plans of action for continued learning and eventual recovery. Mr. Sovo understands that culture, language, heritage, and other protective factors like resilience and determination were key to the survival of his students and staff. Today, he focuses on thriving rather than surviving and works diligently to help schools create data-driven learning environments focused on student and staff needs that are closing the learning and achievement gaps caused by the COVID-19 Pandemic.

# MASTER SCHEDULE

## Monday, July 15:

8:00-8:30	Registration
9:00-12:00	Institutes and Preconference sessions begin
12:00-1:30	Lunch
1:30-4:00	Institutes and Preconference continue

## Tuesday, July 16:

7:30-8:30	Registration
8:30-9:40	Conference Opening & Keynote – Casey Sovo
9:45-11:45	Sessions & Institutes Meet
11:45-1:00	Lunch
1:00-4:00	Sessions & Institutes
4:30-7:00	DI Welcoming and Block Party

## Wednesday, July 17:

8:30-11:45	Sessions & Institutes
11:45-1:00	Lunch
1:00-4:00	Sessions & Institutes

## Thursday, July 18:

8:30-11:45	Sessions & Institutes
11:45-1:00	Lunch
1:00-4:00	Sessions & Institutes
4:30-6:00	50th Anniversary Celebration

## Friday, July 19:

8:30-9:00	Closing Comments
9:00-11:45	Sessions & Institutes
11:45-1:00	Lunch
1:00-4:00	Sessions & Institutes

# LIST OF SESSIONS

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Preconference Sessions (Monday, All Day)</b></p> <p>P1) Foundations of Explicit Instruction</p> <p>P2) Introduction to Direct Instruction</p> <p>P3) Teach Your Child to Read in 100 Easy Lessons</p> <p>P4) Powerful Explicit Instruction Strategies for Building Students' Comprehension and Vocabulary</p> <p>P5) REWARDS</p> <p>P6) Theory of Direct Instruction</p>	<p><b>A Sessions (Tuesday-Friday Mornings)</b></p> <p>A1) Reading Mastery Signature Grade K Reading</p> <p>A2) Reading Mastery Signature Grade 1 Reading</p> <p>A3) Reading Mastery Transformations Grade K Language</p> <p>A4) Reading Mastery Transformations Grade 1 Language</p> <p>A5) Reading Mastery Transformations Grades 2 &amp; 3 Language</p> <p>A6) Reading Mastery Transformations Grades 4 &amp; 5 Reading</p> <p>A7) Corrective Reading Decoding A-C Introductory Training</p> <p>A8) Connecting Math Concepts B &amp; C</p> <p>A9) Connecting Math Concepts D-F</p> <p>A10) Management and Teaching Techniques for Students with Low-Incidence Disabilities</p>			
	<p><b>B Sessions (Tuesday-Wednesday Mornings)</b></p> <p>B1) Analyzing Student Performance in DI Programs</p> <p>B2) Sensible Sequences</p> <p>B3) Direct Instruction and the Science of Reading</p>	<p><b>C Sessions (Thursday-Friday Mornings)</b></p> <p>C1) Road to Success</p> <p>C2) Direct Instruction for Students Diagnosed with ASD</p> <p>C3) Targeted Professional Development</p>		
	<p><b>D Sessions (Tuesday-Friday Afternoons)</b></p> <p>D1) Reading Mastery Signature Grade K Language</p> <p>D2) Reading Mastery Signature Grade 1 Language</p> <p>D3) Reading Mastery Transformations Grade K Reading</p> <p>D4) Reading Mastery Transformations Grade 1 Reading</p> <p>D5) Reading Mastery Transformations Grades 2 &amp; 3 Reading</p> <p>D6) Reading Mastery Transformations Grades 4 &amp; 5 Language</p> <p>D7) Corrective Reading Comprehension A-C Introductory Training</p> <p>D8) Connecting Math Concepts Level A/DISTAR Arithmetic I</p> <p>D9) CHAMPS</p> <p>D10) Direct Instruction Spoken English</p> <p>D11) Advanced Coaching Tools</p>			
	<p><b>E Sessions (Tuesday-Wednesday Afternoons)</b></p> <p>E1) Managing Disruptive and Non-Compliant Behavior</p> <p>E2) Advanced DI Delivery Techniques</p>	<p><b>F Sessions (Thursday-Friday Afternoons)</b></p> <p>F1) Repeat until Fluent</p> <p>F2) Teach Like a Champion</p>		
<p><b>Institutes (Monday-Friday, all day)</b></p> <p>Direct Instruction Coaching Institute</p> <p>Becoming an Effective DI Trainer</p> <p>Administrator Leadership Institute–Effective Implementation of DI for All Students</p>				



# PRE-CONFERENCE SESSIONS

Monday ONLY

## P1) Foundations of Explicit Instruction

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

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 \$45.00. Each participant will receive a copy of Explicit Instruction: Effective and Efficient Teaching.*

## 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 Your Child to Read in 100 Easy Lessons

*Intended Audience: Teachers of non-reading students ages 4-8*  
*Experience Level: All*  
*Presenter: Susan Syverud*

**NEW SESSION!** This preconference session is designed to provide training and information for anyone (at home, schools, or organizations) who wants to successfully tutor a child (age 4-7) in essential reading skills using the best-selling book, *Teach Your Child to Read in 100 Easy Lessons* (TYC) – the adaptation for one-on-one instruction of the original, empirically validated beginning reading program used in schools with groups of students. TYC incorporates the Science of Reading with the Science of Teaching since 1983. This book has been endorsed by the Right to Read founder Robert Sweet; New York Times writer John McWhorter; and was the ONLY instructional program recommended for further reading by Emily Hanford (Sold a Story podcast).

## P4) Powerful Explicit Instruction and Strategies for Building Students' Comprehension and Vocabulary

*Intended Audience: Teachers of students in grades K-12*  
*Experience Level: All*  
*Presenter: Randi Saulter*

**UPDATED SESSION!** This session highlights why effective vocabulary instruction is essential to all students' success, describes effective, explicit strategies for teaching vocabulary, and models of effective instruction. Additionally, participants will learn how to teach students strategies for learning words, develop a language-enriched classroom, and foster word consciousness among students. Take aways include more than 12 vocabulary practice activities that will assist in providing in-class and at-home opportunities for students to interact with new vocabulary items.

*Words are all we have.*  
—Samuel Beckett

## Preconference Sessions Continued Monday ONLY

### P5) REWARDS

*Intended Audience: Teachers of students with reading problems in grades 3–12 and adult education classes*  
*Experience Level: All*

*Presenter: Amy Braunberger*

*REWARDS* is a reading intervention program designed to teach students a flexible strategy for decoding long words and to increase their oral and silent reading fluency.

*REWARDS* teaches students to:

- break words into manageable, decodable chunks;
- read long words in content-area textbooks;
- read accurately, quickly, and with confidence;
- increase oral and silent reading fluency;
- improve comprehension as decoding and fluency increases.

Both levels of *REWARDS* (Intermediate and Secondary) provide application of the strategy to sentences and passages and provide fluency practice. In this session, participants will learn the rationale for *REWARDS*, how to teach the pre-skills and strategy lessons embedded in the program, and how to increase the probability that students will use their acquired skills.

### P6) Theory of Direct Instruction

*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.

### Book Signings at the DI Store!

*Teach Your Child to Read in  
100 Easy Lessons – Coauthor  
Phyllis Haddox will be available on  
Monday, July 15 12:00–1:00*

*Direct Instruction: A Practitioner's  
Handbook – Author Kurt  
Engelmann will be available on  
Thursday, July 18 from  
11:45–12:30*





# A SESSIONS

Tuesday–Friday MORNINGS

## A1) Reading Mastery Signature Edition Grade K Reading

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

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 Transformations Grade K Language

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

Grade K Language of *Reading Mastery Transformations* is the newest edition of *Reading Mastery*. Teacher presentations are streamed to a tablet or other device, and all display material is projected on a screen or smart board. Student material has been updated to include new illustrations or, where possible, photographs. As with earlier editions, 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.



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

## A Sessions Continued Tuesday–Friday MORNINGS

### A4) Reading Mastery Transformations Grade 1 Language

*Intended Audience: Open*  
*Experience Level: All*  
*Presenter: Michele Davidson*

The Grade 1 level of *Reading Mastery Transformations* is the newest edition of *Reading Mastery*. The language strand emphasizes language concepts, story grammar, age-appropriate literature and writing. There is an increased focus on writing in this version of the program. Tracks for vocabulary development (affixes, superlatives, homonyms, capitalization) are included. New sequences for teaching how to observe and describe, and then compare and report on pictures can be found. 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.

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

**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!*

### A5) Reading Mastery Transformations Grades 2 and 3 Language

*Intended Audience: Open*  
*Experience Level: All*  
*Presenter: Sean Duncan*

*Note: The focus of this training is on Reading Mastery Transformations, however the teaching skills are applicable to Reading Mastery Signature Edition.*

The Grade 2 level of *Reading Mastery Transformations* 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 read and write about informational passages, write opinions on problematic situations and engage in shared research and writing projects. 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, parts of speech, clarity, narrative writing, informative writing, opinion writing and group work, work analysis and dictionary skills.

### A6) Reading Mastery Transformations Grades 4 and 5 Reading

*Intended Audience: Open*  
*Experience Level: All*  
*Presenter: Amy Braunberger*

*Note: The focus of this training is on Reading Mastery Transformations, however the teaching skills are applicable to Reading Mastery Signature Edition.*

*Reading Mastery Transformations* 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.

## A Sessions Continued Tuesday–Friday MORNINGS

### A7) 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.

### A8) Connecting Math Concepts: Comprehensive Edition Levels B and C, Introductory Training

*Intended Audience: Open*

*Experience Level: All*

*Presenter: Marvelyn Johnson*

This session provides introductory training to prepare for teaching *Connecting Math Concepts: Comprehensive Edition* Levels B and C.

Students in Level B will continue to apply concepts taught in earlier levels—measurement, time, money, geometry, estimation and place value and with an emphasis on problem solving. By the time students have completed Level C, they are very firm on these skills.

### A9) Connecting Math Concepts: Comprehensive Edition Levels D–F, Introductory Training

*Intended Audience: Open*

*Experience Level: All*

*Presenter: Toni Rice*

This session provides introductory training for teaching *Connecting Math Concepts: Comprehensive Edition* Levels D through F.

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.

### A10) Management and Teaching Techniques for Low-Incidence Disabilities

*Intended Audience: All*

*Experience Level: All*

*Presenter: Ann Arbogast*

This workshop would benefit teachers who work with students too low to place in a DI program. Using DI methodology, the session will focus on developing technical skills to help determine what to teach, strategies for dealing with limited receptive language (incorporating social and emotional learning), skills to teach self-management, and how to expand and generalize those skills.

**Note:** This session has a materials charge of \$25.00. Each participant will receive a copy of Siegfried Engelmann's manual, *Strategies for Teaching Students with Low-Incidence Disabilities*.

### Checkout Certifications

Participants earn a Certificate of Proficiency in program training sessions. Trainers observe each participant present tasks from various lessons in the program, and NIFDI issues a certificate for successful completion.

# B SESSIONS

## Tuesday & Wednesday MORNINGS

### B1) Analyzing Student Performance in DI Programs

*Audience/Track: Academic  
Experience Level: All  
Presenter: Kris Althoff*

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.

### B2) Sensible Sequences

*Intended Audience: Open, teachers and leadership  
Experience Level: All  
Presenter: Beverly Trent*

This session is designed to help participants distinguish among the many programs in the Direct Instruction family. Participants will learn ideal application of each program 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 Transformations fit in?
- ✓ 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 the language track of Reading Mastery?
- ✓ Connecting Math Concepts or Corrective Math?
- ✓ What programs support ELL Students?

### B3) Direct Instruction and the Science of Reading

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

**UPDATED SESSION!** In this session, Dr. Stein will outline how Direct Instruction reading curricula exemplify the findings from the science of reading. First, she will review what is meant by the term, "science of reading," and outline critical research findings about how these features are critical to effectively teaching reading. Following a discussion of the resurgence of the term, she will use examples from Direct Instruction programs to illustrate how the DI reading programs clearly include these features. She will conclude the session with recommendations for how best to communicate the relationship of DI Reading programs and the science of reading.





# C SESSIONS

Thursday & Friday MORNINGS

## C1) Road to Success: Classroom Routines and Expectations

*Intended Audience: Open*

*Experience Level: All*

*Presenter: Beverly Trent*

One of the features of a successful implementation of DI is a common, clear set of routines, procedures, and expectations for student behaviors. This includes passing in halls, transitions within the classroom, work-check procedures, and other expectations that make classrooms (and therefore a school) run smoothly and consistently.

This session will provide a framework for the development of these procedures and information on how to teach these procedures systematically to students. Monitoring student compliance and motivating students to cooperate will also be addressed.

## C2) Direct Instruction for Students Diagnosed 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.

## C3) Targeted Professional Development—Creating and Delivering In-Services

*Intended Audience: Open*

*Experience Level: Experienced*

*Presenter: Kris Althoff*

**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.

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



# D SESSIONS

## Tuesday–Friday AFTERNOONS

### D1) Reading Mastery Signature Edition Grade K Language

*Intended Audience: Open*  
*Experience Level: All*  
*Presenter: Kris Althoff*

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.

### 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.

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

### D3) Reading Mastery Transformations Edition Grade K Reading

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

This session will prepare participants to effectively implement the new *Reading Mastery Transformations* Grade K Reading program. This is a beginning reading program and utilizes minimally modified orthography. The Grade K program teaches all the prerequisite skills children need to master the fundamentals of beginning literacy including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Children in the Grade K program learn letter names and sounds, and read words composed of sounds they have learned in a carefully programmed sequence of skills and prompts. Lessons include pre-reading exercises, letter identification, beginning decoding activities, spelling irregular words, informational passages, comprehension activities and more.

### D4) Reading Mastery Transformations Grade 1 Reading

*Intended Audience: Open*  
*Experience Level: All*  
*Presenter: Michele Davidson*

This session will prepare participants to effectively implement the new *Reading Mastery Transformations* Grade 1 Reading program. RMT 1 is a second-level Direct Instruction program and utilizes minimally modified orthography. Vocabulary and instructional details that are presented at the beginning of RMT Grade 1 are carefully geared to what children learned in Grade K.

Participants will learn how students in RMT 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.



## D Sessions Continued Tuesday–Friday AFTERNOONS

### D5) Reading Mastery Transformations Grades 2 and 3 Reading

*Intended Audience: Open*

*Experience Level: All*

*Presenter: Sean Duncan*

*Note: The focus of this training is on Reading Mastery Transformations, however the teaching skills are applicable to Reading Mastery Signature Edition.*

Participants will learn how lessons in *RMT* 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 *RMT 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.

### D6) Reading Mastery Transformations Grades 4 and 5 Language

*Intended Audience: Open*

*Experience Level: All*

*Presenter: Amy Braunberger*

*Note: The focus of this training is on Reading Mastery Transformations, however the teaching skills are applicable to Reading Mastery Signature Edition.*

Grade 4 of the *RMT* 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.

In Grade 5, 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 judgments about important story events and write their own stories and poems.

### D7) Corrective Reading Comprehension A-C, Introductory Training

*Intended Audience: Open*

*Experience Level: All*

*Presenter: Beverly Trent*

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.

## D Sessions Continued Tuesday–Friday AFTERNOONS

### D8) Connecting Math Concepts: Comprehensive Edition Levels A & DISTAR Arithmetic I

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

*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 grade 1 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.

### D9) 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 \$45.00. Each participant will receive a copy of CHAMPS.*



***“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”***

## D Sessions Continued Tuesday–Friday AFTERNOONS

### D10) Direct Instruction Spoken English

*Intended Audience: ELL Teachers-Grades 4-Adult  
Experience Level: All  
Presenter: Toni Rice*

This session provides training for teaching Direct Instruction Spoken English (DISE), Levels 1 and 2. DISE teaches a fundamental mastery of the English language to students who have little or no knowledge of the language. Students need to have at least a third-grade level of knowledge in their own language to be successful in the DISE program. With this foundation, DISE can give students the oral language skills they need to benefit from their other classes as quickly as possible. The goal of the DISE program is to enable students who don't speak English to master the basics of the English language in one school year.

DISE doesn't include reading or writing instruction, simply oral English. The DISE program assumes that the teacher knows English and speaks it with no or very little accent.

DISE includes two levels. DISE, Level 1 has 100 lessons and requires 90 minutes of daily instruction. It introduces over 1,300 words and 50 sentence forms. Students who know no English will need 140-170 school days to complete all 100 lessons. All instruction is in English.

DISE, Level 2 builds on the foundation established in Level 1. Students learn the vocabulary and sentence forms they are likely to encounter in various content and social areas. Students learn over 500 new words and model sentences that clarify the syntactical context in which they are used. Students say an increasingly wide variety of sentence forms in the present, past, and future tenses.

### D11) Advanced Coaching Tools to Maintain and Expand DI Effectiveness

*Intended Audience: Lead, mentor or master teachers and consultants who serve as a staff development resource  
Experience Level: Experienced; Previously attended NIFDI's Direct Instruction Coaching Institute  
Presenter: Kathy Madigan*

**NEW SESSION!** This session builds upon and expands the coaching skills learned in the Direct Instruction Coaching Institute. It equips building and district-level instructional coaches, peer coaches, lead teachers and mentor teachers to achieve an effective and efficient DI implementation with stamina to obtain and sustain a high level of fidelity.

Participants will learn how to:

- Conduct efficient problem-solving sessions to identify and solve student performance problems in a timely manner, including the facilitation of data analysis team meetings as a key part of the problem-solving process.
- Identify detailed steps using DI instructional design to address a student's specific skill deficit and scaffold the delivery of explicit, targeted remedies, without involving full lesson pushbacks; coach instructors on how to schedule and deliver targeted remedies.
- Use videos and remote coaching of classroom instruction as a tool to support the coaching process.
- Conduct effective lesson rehearsal sessions as a tool to build instructor DI lesson delivery skills.
- Identify DI implementation fidelity measures and create reports for stakeholders/decision makers to help inform the process of sustainability.

# 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) 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.

***“The information provided here should be required instruction!”***

# F SESSIONS

## Thursday & Friday AFTERNOONS

### F1) Repeat Until Fluent

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

**NEW SESSION!** Fluency, or accuracy plus frequency, is a crucial element to completing tasks with ease and increase retention rates. In this session we will explore different ways to build fluency in the skills necessary to be successful in academic tasks. We will also learn how to measure fluency on a standard chart. The 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.

### F2) 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 \$20.00. Each participant will receive a copy of *Teach Like a Champion*.



# 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:

- Define and introduce the coaching role within an implementation.
- 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.



## Institutes Continued All Day Monday–Friday

### Becoming an Effective Direct Instruction Trainer

*Intended Audience: Staff Development Specialists and Experienced DI Instructors*

*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 (Signature or Transformations)*
- *Connecting Math Concepts*
- *Corrective Reading Decoding or Comprehension*
- Other DI programs

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 training. Other sessions at the conference provide program-specific training.

Prospective participants must complete a separate application form for admission into the institute (see page 23). Enrollment is limited. **Please complete and return your application by May 31, 2024.** Notification of acceptance will be made by June 14, 2024.

*The conference fee includes all training material, continental breakfast each morning, full lunch, morning and afternoon snacks, the Block Party on Tuesday, and the 50th Anniversary Celebration on Thursday!*



## Institutes Continued All Day Monday–Friday

### Administrator Leadership 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 five-day session provides a deeper understanding of the rationale for the comprehensive DI school-wide model as it guides administrators through the practical and proven steps that promote student learning. The afternoon of the final day will include an optional consultation time, allowing participants the opportunity to meet with the trainers individually, or in small groups. During the consultation the trainers will address concerns or questions related to the participants' specific needs.



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 school-wide 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 school-wide model?
- How do the design features of the Direct Instruction curricula lead to improved student outcomes?
- What are the advantages of implementing Direct Instruction school-wide?
- 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.

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

# REGISTRATION INFORMATION

## Where and When

The Graduate Eugene, 66 East 6th Avenue in downtown Eugene, Oregon. Institutes and preconference sessions begin at 9:00 am on Monday, July 15. Conference begins on Tuesday, July 16 at 8:30 am. All sessions conclude at 4:00 pm on Friday, July 19.

## How to Register

1. Complete the registration form or register online at [www.nifdi.org/national-di-conference](http://www.nifdi.org/national-di-conference).
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 emailed for all registrations received by July 1, 2024. 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 June 21, 2024. 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 Direct 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 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 \$154 rate with Graduate Eugene (conference headquarters). Reservations can be made through the Graduate reservations line 844.888.4723 and referring to booking code: **2834607**. Rates do not include room tax (13%). The Graduate Eugene is holding a limited number of rooms at these discounted rates until June 22. After that date, they may not be able to honor the discounted rates. Make your reservation early. If the Graduate Eugene property fills, other lodging options may be added. See [www.nifdi.org](http://www.nifdi.org) or call us for any updates.

Hotel	Single/Double	Upgrade
Graduate Eugene 66 East 6th Avenue Eugene, OR 97401 541.342.2000 or 1.800.937.6660	\$154.00	\$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, continental breakfast each morning, full lunch, morning and afternoon snacks, and the Block Party on Tuesday.

Status	Savings	Fee
<i>Non-Member</i>		
Conference Only		\$950.00
Conference and Preconference		\$1025.00
Conference Institute		\$1050.00
<i>Members (see page 25 for membership information)</i>		
Conference Only	\$50.00	\$900.00
Conference and Preconference	\$75.00	\$950.00
Conference Institute	\$75.00	\$975.00
<i>Student Members</i>		
Conference	\$175.00	\$775.00
Conference and Preconference	\$200.00	\$825.00
Conference Institute	\$200.00	\$850.00
<i>Group Rates</i>		
Group 11–20	15%	varies
Group 21+	Call NIFDI	varies

# 50TH 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)

#### Preconference Sessions (All day Monday)

P1    P2    P3    P4    P5    P6

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

A1    A2    A3    A4    A5  
A6    A7    A8    A9    A10

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

B1    B2    B3    C1    C2    C3

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

D1    D2    D3    D4    D5  
D6    D7    D8    D9    D10    D11

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

E1    E2    F1    F2

#### Monday–Friday Institutes

DI Coaching Institute  
Administrator Leadership Institute  
Becoming an Effective DI Trainer\*

*\*Admission to the Becoming an Effective DI Trainer Institute is by approved application only. See page 24 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 22) \_\_\_\_\_

Sessions with Additional Fees:  
P1 Foundations of Explicit Instruction (\$45)  
A10 Strategies for Teaching Students with  
Low Incidence Disabilities (\$25.00) \_\_\_\_\_  
D9 CHAMPS (\$45)  
F2 Teach like a Champion (\$20)

Membership Fee (Optional; see page 25) \_\_\_\_\_

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 May 31, 2024.** Enrollment is limited. Applicants will be selected by the session leaders, and not all applicants may be accepted. Notification will be made by June 14, 2024.

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Name

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Mailing Address

---

City State Zip

---

Phone Cell or Work Phone

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Email

---

Position

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Agency or School Affiliation

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

Program name and level	Year you were trained	Years taught
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
6. _____		

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

*Why are you interested in this session?*

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

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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 541.236.9137

# 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  
Discounts on NIFDI sponsored events  
Member discount on NIFDI publications

## **Institutional Membership**

Regular Membership benefits for five staff people

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.

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](http://www.nifdi.org/join).



## 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 200 schools located in 19 states, the territory of Guam, England, 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 2024)
- 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.

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

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