

Conference Closing: Becoming a Successful Direct Instruction Teacher

Dr. Kurt E. Engelmann
National Direct Instruction Conference
Eugene, Oregon
Friday, July 19, 2024



Becoming a Successful DI Teacher

The most important focus of a Direct Instruction (DI) implementation is on students:

- Students' academic success,
- Students' self-image as successful learners.

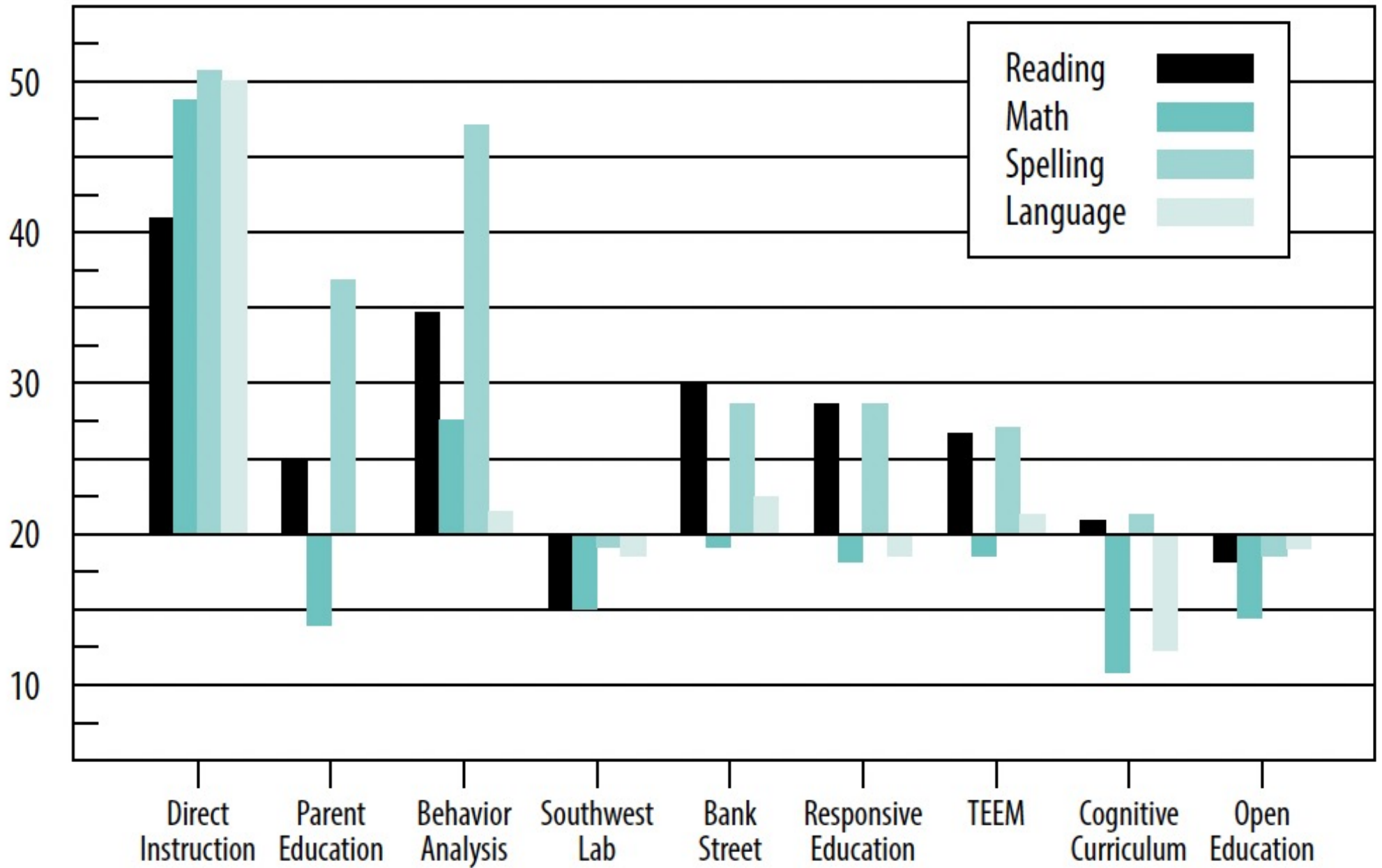
When fully implemented, DI leads to

- dramatic academic improvement, and
- dramatic increases in students' self-image.



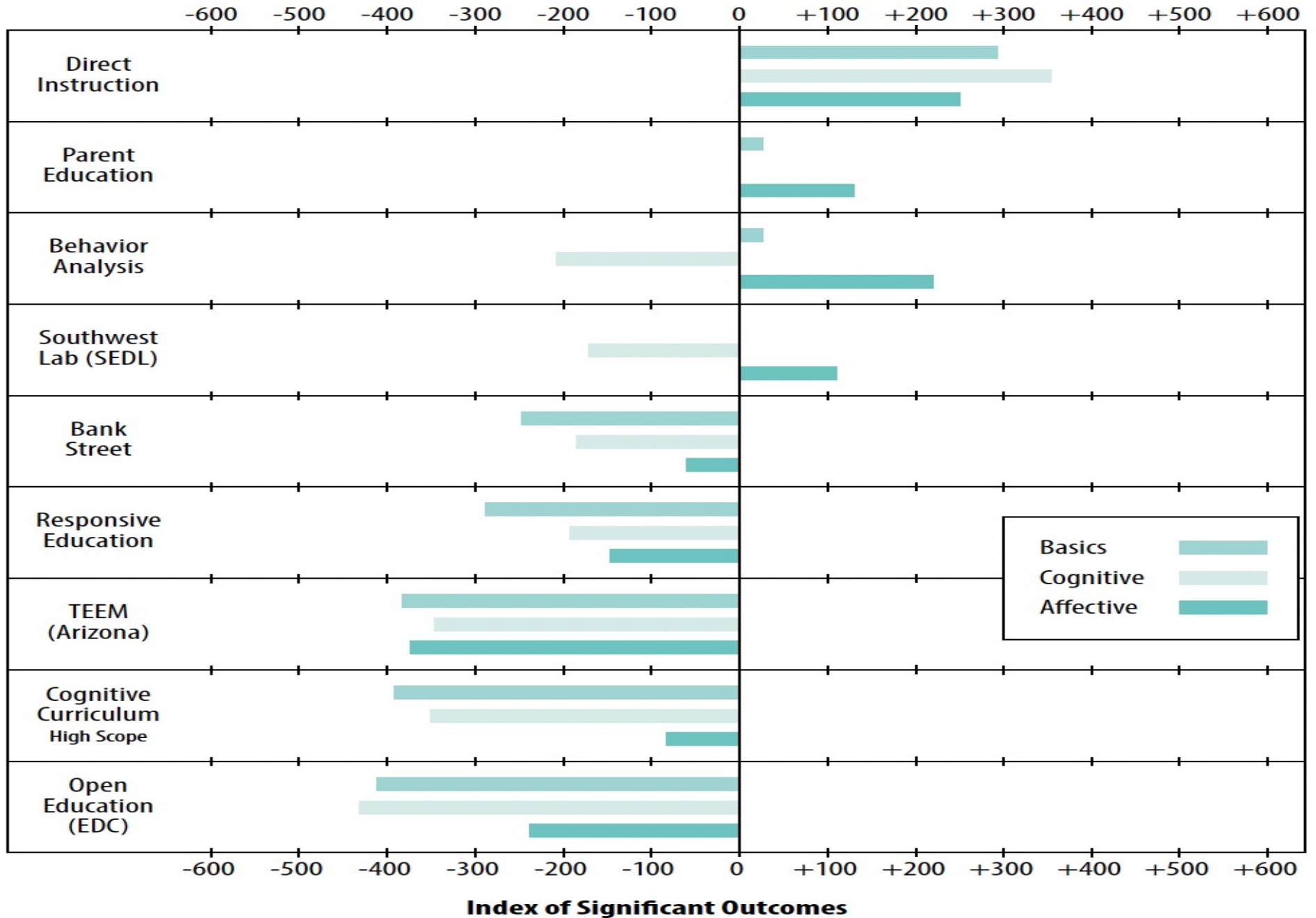
PERCENTILE SCORES

Across nine Follow Through Models



Source: Adams (1996, 51).

Number of Significant Outcomes for Basic Skills (B), Cognitive Skills (C), and Affective Measures (A)



Source: Engelmann and Carnine (1991, 356).

Becoming a Successful DI Teacher

An enabling focus should be on teachers' development:

- Teachers' acquisition of essential delivery and correction skills,
- Teachers' self-image as successful instructors.

Today's talk is geared to:

- teachers – what you can expect if you implement DI fully,
- school and district leaders – what you can do to help teachers help students be successful.



Becoming a Successful DI Teacher

Successful teachers new to DI hone their skills in various ways:

1. At the conference – program checkouts
2. After the conference – practice and re-check before school starts
3. At school on your own – rehearse formats daily
4. At school with colleagues – participate in supervised practice sessions at least 2x/week
5. Receive in-class coaching with feedback at least once a week along with other PD.



Becoming a Successful DI Teacher

“Teachers must know the scripts well enough to monitor and respond to student performance. Otherwise, it’s just a presentation, not teaching.”

K. Engelmann, July 17, 2024



Becoming a Successful DI Teacher

After about three years of in-class coaching plus other PD, teachers can become very proficient in DI *iff*:

- schedules/timetables include sufficient instructional time daily for each group,
- groups receive instruction for the entire period with sufficient frequency every week,
- students are placed at their current skill level,
- the size of the groups allows for sufficient attention to each learner,
- behavioral problems do not interfere significantly with instruction.



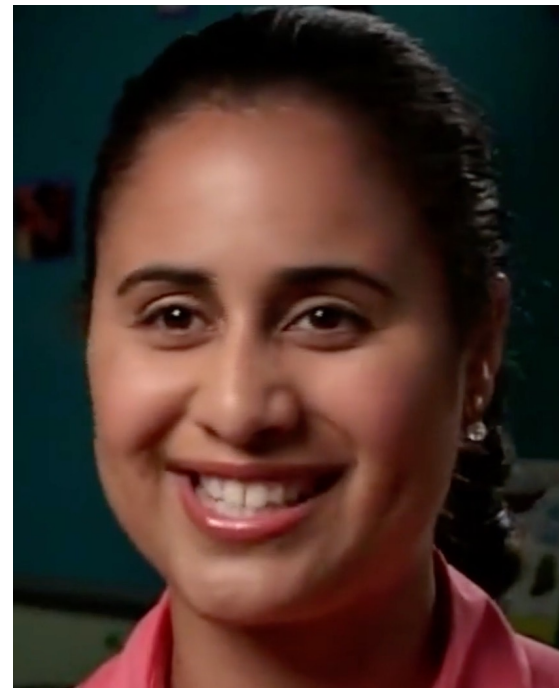
Becoming a Successful DI Teacher

Clips of teachers talking about the importance of:

- monitoring students closely,
- practicing the formats until fluent,
- achieving mastery over the program, and
- watching the benefits accrue to the children.

Source: “Anatomy of a Reading Mastery Classroom,” the third video in the *Reading Mastery Setup and Training Series* (available at www.nifdi.org/videos/reading-mastery-training-series.html) .





Becoming a Successful DI Teacher

This applies to teaching ALL DI programs, not just *Reading Mastery*.



Becoming a Successful DI Teacher

Successful school & district leaders ensure that:

- supervised practice sessions occur at least 2x/week,
- teachers receive expert in-class coaching with feedback at least once a week along with other PD,
- groups meet with sufficient frequency every week,
- schedules/timetables include sufficient time daily for each group,
- students are placed at their current skill level through flexible grouping and data analysis,
- the size of the groups allows for sufficient attention to each learner, and
- behavioral problems do not interfere significantly with instruction.



Becoming a Successful DI Teacher

“The only thing more rewarding than watching individual students succeed is to watch a whole school succeed.”

K. Engelmann, July 17, 2024



51st National DI Conference

**Dates of next
year's conference:**

July 21-25, 2025

**Keynote
speaker:**

Jan Hasbrouck

