



*The National Institute for Direct Instruction Presents—*

# **The 51st Annual National Direct Instruction Conference and Institutes**

Graduate Eugene & Conference Center  
Eugene, Oregon  
July 21–25, 2025

***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 the Science of Learning
- Special Institutes for Administrators, Supervisors, Coaches, and Staff Development Specialists
- Many opportunities to network with DI users from around the world



# 51st Annual National Direct Instruction Conference and Training Institutes

The National Direct Instruction Conference was founded in 1974 by the 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 are excited to have added a session on DI and the Science of Learning, presented by Dr. Zach Groshell. We also have added a 4-day Institute *Integrating Direct Instruction and the Science of Learning into Teacher Preparation*. The institute, led by Drs. Marcy Stein and Diane Kinder, is for instructors in higher education and will assist those interested in aligning their coursework and fieldwork to integrate Direct Instruction and the science of learning.

Our featured keynote speaker this year is Dr. Jan Hasbrouck. Jan has deep roots in Direct Instruction, having been a program trainer in Project Follow Through and earning her BA and MA at the University of Oregon. You can read her full biography on page 4.

After sessions on Thursday, we will host a reception to present the Siegfried Engelmann Excellence in Education Award and the Wesley Becker Excellent School Award. For more information on these recognitions, visit our website. We will also introduce the first class of Silver Star Schools. This is a new program that recognizes schools or networks that have demonstrated a long-term commitment to utilizing Direct Instruction programs with fidelity.

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

**Jaritza Alecon**  
Seattle, Washington

**Sean Duncan**  
Santa Fe, New Mexico

**Diane Kinder**  
Seattle, Washington

**Kelly Allen**  
Sartell, Minnesota

**Kurt Engelmann**  
Eugene, Oregon

**Alisa Kerr**  
Austin, Texas

**Ann Arbogast**  
Eugene, Oregon

**Cheri Gerrein**  
Cincinnati, Ohio

**Toni Rice**  
Great Bend, Kansas

**Molly Blakely**  
Missoula, Montana

**Zach Groshell**  
Seattle, Washington

**Randi Sauter**  
Portland, Oregon

**Amy Braunberger**  
Crete, Nebraska

**Evan Haney**  
Eugene, Oregon

**Terry Scott**  
Louisville, Kentucky

**Tamara Bressi**  
Eugene, Oregon

**Robyn Hendrickson**  
Manati, Utah

**Marcy Stein**  
Seattle, Washington

**Kristal Childs**  
Gunnison, Utah

**Ginger Herrman**  
Great Bend, Kansas

**Susan Syverud**  
Madison, Wisconsin

**Tara Davis**  
Youngsville, North Carolina

**Victoria Hill**  
Roseburg, Oregon

**Beverly Trent**  
Altamont Springs, Florida

**Rochelle Davisson**  
Eugene, Oregon

**Faun Hyde-Olivera**  
Turlock, California

**Donna Dressman**  
Cincinnati, Ohio

**Marvelyn Johnson**  
Baltimore, Maryland

# FEATURED KEYNOTE SPEAKER



***Jan Hasbrouck, PhD  
Educational Consultant,  
Researcher, and Author  
Seattle, Washington***

Dr. Jan Hasbrouck is a researcher, educational consultant, and author. She was a Direct Instruction trainer in Project Follow Through and a reading specialist and literacy coach for 15 years before teaching at the University of Oregon and later becoming a professor at Texas A&M University. Dr. Hasbrouck has provided educational consulting to individual schools across the United States as well as in Mexico, Peru, Guatemala, Honduras, Jamaica, and Germany, helping teachers, specialists, and administrators design and implement effective assessment and instructional programs targeted to help low-performing readers.

Dr. Hasbrouck earned her B.A. and M.A. from the University of Oregon and completed her Ph.D. at Texas A&M. Her research in areas of reading fluency, reading assessment, instructional coaching, and English Learners has been published in numerous professional books and journals. She is the author and coauthor/coeditor of several books, including “Conquering Dyslexia,” “Reading Fluency,” “Student-Focused Coaching,” and “Climbing the Ladder of Reading & Writing,” along with several assessment tools. Dr. Hasbrouck works with the McGraw Hill publishers as an author of their “Wonders” and “WonderWorks” reading and intervention programs. In 2019, she helped found Read Washington, a 501(c3) nonprofit organization with the mission to “provide professional development opportunities, based on the science of reading, so every student becomes a skilled and confident reader.” She also enjoys volunteering at her grandson’s K-8 school in Seattle.

# MASTER SCHEDULE

## Monday, July 21:

8:30-9:00	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 22:

7:30-8:30	Registration
8:30-9:40	Conference Opening & Keynote – Jan Hasbrouck
9:45-11:45	Sessions & Institutes Meet
11:45-1:00	Lunch
1:00-4:00	Sessions & Institutes
5:00-7:30	DI Welcoming and Block Party

## Wednesday, July 23:

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

## Thursday, July 24:

8:30-11:45	Sessions & Institutes
11:45-1:00	Lunch
1:00-4:00	Sessions & Institutes
4:30-6:30	Excellence in Education Awards and Silver Star School Celebration

## Friday, July 25:

8:30-9:00	Closing Comments
9:15-11:45	Sessions & Institutes
11:45-1:00	Lunch
1:00-4:00	Sessions & Institutes

# SESSIONS OFFERED

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Preconference Sessions (Monday, all day)</b></p> <p>P1) Introduction to Direct Instruction</p> <p>P2) Teach Your Child to Read in 100 Easy Lessons</p> <p>P3) Powerful Explicit Instructional Strategies for Building Students' Comprehension and Vocabulary</p> <p>P4) Theory of Direct Instruction</p> <p>P5) The Psychology in Effective Coaching Practices</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 Reading</p> <p>A4) Reading Mastery Transformations Grade 1 Reading</p> <p>A5) Reading Mastery Transformations Grades 2 &amp; 3 Reading</p> <p>A6) Reading Mastery Transformations Grades 4 &amp; 5 Language</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) Advanced Coaching Tools</p> <p>A11) CHAMPS</p>			
	<p><b>B Sessions (Tuesday-Wednesday Mornings)</b></p> <p>B1) Analyzing Student Performance in DI Programs</p> <p>B2) Management and Teaching Techniques for Working with Students on the Autism Spectrum or Displaying Communication Disorders</p> <p>B3) Teach Like a Champion</p>	<p><b>C Sessions (Thursday-Friday Mornings)</b></p> <p>C1) Direct Instruction and the Science of Reading</p> <p>C2) Direct Instruction for Students Diagnosed with ASD</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 Language</p> <p>D4) Reading Mastery Transformations Grade 1 Language</p> <p>D5) Reading Mastery Transformations Grades 2 &amp; 3 Language</p> <p>D6) Reading Mastery Transformations Grades 4 &amp; 5 Reading</p> <p>D7) Corrective Reading Comprehension A-C Introductory Training</p> <p>D8) Connecting Math Concepts Level A/DISTAR Arithmetic I</p> <p>D9) Corrective Mathematics</p> <p>D10) Direct Instruction Spoken English</p>			
	<p><b>E Sessions (Tuesday-Wednesday Afternoons)</b></p> <p>E1) Direct Instruction and the Science of Learning</p> <p>E2) Advanced DI Delivery Techniques</p> <p>E3) Road to Success</p>	<p><b>F Sessions (Thursday-Friday Afternoons)</b></p> <p>F1) Repeat until Fluent</p> <p>F2) Managing Disruptive and Non-Compliant Behavior</p> <p>F3) Targeted Professional Development</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> <p>Higher Education Institute (<b>Tuesday-Friday, all day</b>): Integrating Direct Instruction and the Science of Learning into Teacher Preparation</p>				

# PRE-CONFERENCE SESSIONS

Monday ONLY

## P1) 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) Powerful Explicit Instructional Strategies for Building Students' Comprehension and Vocabulary

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

**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. Takeaways 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

## P2) 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*

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 adaption for one-on-one instruction of the original, empirically validated beginning reading program used in schools with groups of students. TYC has incorporated the Science of Reading with the Science of Teaching since 1983. This book has been endorsed by the Right to Read founder Robert Sweet and New York Times writer John McWhorter and was the ONLY instructional program recommended to further reading by Emily Hanford (Sold a Story podcast).



## Preconference Sessions Continued Monday ONLY

### P4) Theory of Direct Instruction– Deconstructing DI

*Audience/Track: Academic, Leadership  
Experience Level: All  
Presenter: Evan Haney*

**UPDATED SESSION!** 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.

### 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!*



### P5) The Psychology in Effective Coaching Practices

*Audience/Track: Coaches, Leadership  
Experience Level: All  
Presenter: Alisa Kerr*

**NEW SESSION!** This session is intended to provide insight into developing positive strategies to build strong professional working relationships with the instructors you coach and the leaders you support.

Participants will delve into previous coaching experiences, learn how 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 integral to this session.

Additional topics include:

- Analyzing your current level of coaching behaviors
- Developing trust and using student-focused strategies
- Establishing common ground
- Working with leaders as partners
- Analyzing difficult situations
- Effective communication
- Planning staff development

This session will focus on the necessary skills for addressing the challenging aspects of working with instructors, students, and your leaders so you can empower your instructors to provide strong, consistent instruction to students.

***“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”***



# A SESSIONS

## Tuesday–Friday MORNINGS

### A1) Reading Mastery Signature Edition Grade K Reading

*Intended Audience: Open*  
*Experience Level: All*  
*Presenter: Jaritza Alecon*

This session will prepare participants to effectively implement *Reading Mastery Signature Edition* (RMSE) 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 Reading

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

*Note: Teacher presentations are streamed to a tablet or other device, and all display material is projected on a screen or smartboard.*

This session will prepare participants to effectively implement *Reading Mastery Transformations* (RMT) Grade K Reading. 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.

### A4) Reading Mastery Transformations Grade 1 Reading

*Intended Audience: Open*  
*Experience Level: All*  
*Presenter: Kelly Allen*

*Note: Teacher presentations are streamed to a tablet or other device, and all display material is projected on a screen or smartboard.*

This session will prepare participants to effectively implement *Reading Mastery Transformations* Grade 1 Reading. *RMT* 1, which is the second-level of Transformations, 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.

## A Sessions Continued Tuesday–Friday MORNINGS

### A5) 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 RMT. However, the teaching skills are applicable to RMSE.*

*Teacher presentations are streamed to a tablet or other device, and all display material is projected on a screen or smartboard.*

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 the 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.

### A6) 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 RMT. However, the teaching skills are applicable to RMSE.*

*Teacher presentations are streamed to a tablet or other device, and all display material is projected on a screen or smartboard.*

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.

### A7) Corrective Reading Decoding A-C, Introductory Training

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

The *Corrective Reading* program provides systematic reading instruction to students performing below grade level expectations in grades three 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 with an emphasis on problem-solving. By the time students have completed Level C, they are very firm on these skills.

## A Sessions Continued Tuesday–Friday MORNINGS

### 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 (CMCCE)* 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) 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: Alisa Kerr*

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.

### A11) 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.*



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

# B SESSIONS

Tuesday & Wednesday MORNINGS

## B1) Analyzing Student Performance in DI Programs

*Audience/Track: Academic  
Experience Level: All  
Presenter: Beverly Trent*

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) Management and Teaching Techniques for Working with Students on the Autism Spectrum or Displaying Communication Disorders

*Intended Audience: All  
Experience Level: All  
Presenter: Ann Arbogast*

This session is designed to teach management strategies and techniques for working with students displaying a wide range of behaviors that interfere with successful integration into a general education classroom.

This includes

- addressing history responses;
- sensory integration (fire drills, P.E., smells, etc.);
- teaching an incompatible task to reduce inappropriate behavior;
- replacing scripting behavior with self-talk statements;

Video examples are integrated into this training. *Participants will practice and role play the strategies presented.*

## B3) Teach Like a Champion

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

**UPDATED 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.*



# C SESSIONS

Thursday & Friday MORNINGS

## C1) Direct Instruction and the Science of Reading

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

**UPDATED SESSION!** This session will outline how Direct Instruction reading curricula exemplify the findings from the science of reading. First, there will be a review of what the term “science of reading” means and outline important research findings about how these features are critical to effectively teaching reading. Following a discussion of the term’s resurgence, examples from Direct Instruction programs will be used to illustrate how the DI reading programs clearly include these features. The session will conclude with recommendations for how best to communicate the relationship of DI Reading programs and the science of reading.

## 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.

### Checkout Opportunities

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



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

# D SESSIONS

## Tuesday–Friday AFTERNOONS

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

*Intended Audience: Open*

*Experience Level: All*

*Presenter: Jaritza Alecon*

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 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 smartboard. 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.

### D4) Reading Mastery Transformations Grade 1 Language

*Intended Audience: Open*

*Experience Level: All*

*Presenter: Kelly Allen*

*Note: Teacher presentations are streamed to a tablet or other device, and all display material is projected on a screen or smartboard.*

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.

## D Sessions Continued Tuesday–Friday AFTERNOONS

### D5) 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 RMT, however the teaching skills are applicable to RMSE.*

*Teacher presentations are streamed to a tablet or other device, and all display material is projected on a screen or smartboard.*

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.

### D6) 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 RMT, however the teaching skills are applicable to RMSE.*

*Teacher presentations are streamed to a tablet or other device, and all display material is projected on a screen or smartboard.*

*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.

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

*Intended Audience: Open*

*Experience Level: All*

*Presenter: Victoria Hill*

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. 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 K 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) Corrective Mathematics

*Intended Audience: Open*

*Experience Level: All*

*Presenter: Toni Rice*

This session provides introductory training to prepare for teaching *Corrective Mathematics*.

*Corrective Mathematics* is a remedial program that solves a wide range of problems for struggling students, even if they have failed with other approaches. Explicit, step-by-step lessons are grouped into separate modules that may be taught separately or concurrently to customize instruction for particular student needs. *Corrective Mathematics* contains modules for addition, subtraction, multiplication, division, basic fractions, fractions, decimals, percents, and ratios and equations.

### D10) Direct Instruction Spoken English

*Intended Audience: ELL Teachers Grades 4-Adult*

*Experience Level: All*

*Presenter: Randi Saulter*

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. 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.

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.



# E SESSIONS

## Tuesday & Wednesday AFTERNOONS

### E1) Direct Instruction and the Science of Learning

*Intended Audience: Open*

*Experience Level: All*

*Presenter: Zach Groshell*

In this session, Dr. Groshell will present key cognitive science findings and components that are essential for effective learning. Participants will explore human cognitive architecture and frameworks such as cognitive load theory to understand how these principles underpin all Direct Instruction programs. Through practical insights and concrete examples from his own teaching, Dr. Groshell will highlight how Direct Instruction remains central to the emerging Science of Learning movement.

### 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.

### E3) 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.



***“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 responses in those programs using timed practice and progress monitoring.

## F2) 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 to understand how effective instructional planning and delivery in coordination with thoughtful classroom arrangements can be used as prevention and as a framework for effectively managing 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.

## F3) 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.

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

# 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 30, 2025.*** Notification of acceptance will be made by June 14, 2025.

*The conference fee includes all training material, continental breakfast each morning, full lunch, morning and afternoon snacks, the Block Party on Tuesday, and the Awards 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 Tara Davis*

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!”***

## **Institutes Continued All Day Tuesday–Friday**

### **New! Integrating Direct Instruction and the Science of Learning into Teacher Preparation**

*Intended Audience: District and building-level administrators and supervisors*

*Experience Level: All*

*Presenters: Marcy Stein, PhD and Diane Kinder, PhD*

This Institute is designed for participants interested in integrating Direct Instruction (DI) and findings from the science of learning into the teacher preparation programs at their colleges and universities. Based on our collective experience, we have identified several compelling reasons to introduce teacher candidates to Direct Instruction:

- DI offers an extensive research base relevant to students in both general and special education. The DI research base complements findings from the science of learning and the science of reading and math. Moreover, Direct Instruction represents the application of those findings to the classroom.
- Implementing a DI program requires a set of instructional delivery skills that can later be generalized to other programs. These teaching skills include maintaining student engagement, providing positive and corrective feedback, and pacing instruction appropriately.
- DI programs are known for their logical, systematic instructional design. Initial experiences in teaching systematically designed DI programs enable teacher candidates to identify critical instructional design features typically lacking in other commercial programs. By teaching DI programs, teacher candidates can observe firsthand those instructional design details incorporated into explicit strategy instruction, including critical prerequisite skills, different types of examples (e.g., introductory and discrimination examples), and cumulative review of previously introduced content. Subsequently, candidates are given opportunities to apply those DI instructional design principles as they modify other commercial programs to meet the needs of their most challenging students.

At the conclusion of this Institute, participants will be prepared to examine their existing teacher preparation programs and integrate coursework and fieldwork focused on Direct Instruction within the framework of the science of learning.

The Institute will address the following:

1. current research on Direct Instruction, the science of learning, and implementation science as it pertains to teacher preparation;
2. how the science of reading and the science of math are evident within the Direct Instruction approach;
3. how to design teacher preparation coursework using Direct Instruction textbooks;
4. how to design teacher preparation fieldwork using Direct Instruction materials;
5. how to position Direct Instruction coursework and fieldwork within the context of a more comprehensive teacher preparation program grounded in the science of learning.

# REGISTRATION INFORMATION

## Where and When

The Graduate by Hilton Eugene, 66 East 6th Avenue in downtown Eugene, Oregon. Institutes and preconference sessions begin at 9:00 am on Monday, July 21. Conference begins on Tuesday, July 22 at 8:30 am. All sessions conclude at 4:00 pm on Friday, July 25.

## 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 11, 2025. 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, 2025. 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 \$160 rate with Graduate Eugene (conference headquarters). Reservations can be made through the Graduate reservations line 1-800-991-8903 and referring to booking code: **NCR**. Rates do not include room tax (13%). The Graduate Eugene is holding a limited number of rooms at these discounted rates until July 1. 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	\$160.00	\$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		\$1195.00
Conference and Preconference		\$1395.00
Conference Institute		\$1450.00
<i>Members (see page 26 for membership information)</i>		
Conference Only	\$100.00	\$1095.00
Conference and Preconference	\$100.00	\$1295.00
Conference Institute	\$100.00	\$1350.00
<i>Student Members</i>		
Conference	\$150.00	\$1045.00
Conference and Preconference	\$150.00	\$1245.00
Conference Institute	\$150.00	\$1300.00
<i>Group Rates</i>		
Group 11–20	15%	varies
Group 21+	Call NIFDI	varies

# 51ST 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

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

A1    A2    A3    A4    A5  
A6    A7    A8    A9    A10    A11

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

B1    B2    B3    C1    C2

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

D1    D2    D3    D4    D5  
D6    D7    D8    D9    D10

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

E1    E2    E3    F1    F2    F3

#### Monday–Friday Institutes

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

#### Tuesday–Friday Institute (you may select a Preconference session)

Integrating DI and the Science of Learning into Teacher Preparation

*\*Admission to the Becoming an Effective DI Trainer Institute is by approved application only. See page 25 to apply.*

### Fees

Registration Fee (see chart on page 23)	_____
Sessions with Additional Fees:	
A11 CHAMPS (\$45)	
B3 Teach like a Champion (\$25)	
	_____
Membership Fee (Optional; see page 26)	_____
Registration Fee + Optional Fees = <b>TOTAL DUE</b>	_____

### 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)

**Please send completed registration forms and payments to:**

National DI Training Conference  
PO Box 11248  
Eugene, OR 97440

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



# BECOMING AN EFFECTIVE DI TRAINER

## APPLICATION

**Please complete and return this form by May 30, 2025.** 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, 2025.

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Name

---

Mailing Address

---

City State Zip

---

Phone Cell or Work Phone

---

Email

---

Position

---

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

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

# 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