

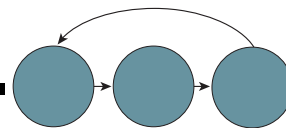
SECTION 10: PRESERVICE CHECKOUTS



Administrator Leadership Institute
Kurt Engelmann/Tara Davis

Calendar for Full Implementation of Direct Instruction (DI)

[illegible]



Preservice Training

An Early Indicator of Success with Direct Instruction (DI)

Preservice (program) training is an early bellwether of the direction of the DI implementation. Did all of the instructional staff involved in the implementation:

- attend the correct session?
- participate fully for all days?
- take and pass the checkouts?

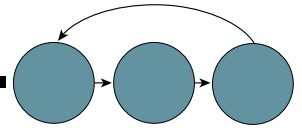
If not, re-training may have to occur.

One of the very first opportunities leaders have to ensure that DI is starting on the right track for the school year is the preservice (program) training. If all of the intended staff members attend the correct session, participate fully and acquire the fundamental skills to start teaching the DI programs, the year has the promise of starting out well. If these things don't happen – if only some of the staff who need the training attend, those who attend don't participate fully, and they don't acquire the fundamental skills they need to successfully deliver the programs, the school year will probably not get off to a great start.

Usually, DI implementations that don't start off strongly do not improve over the course of the year without concerted effort from the school's leadership team.

Do not rely on coaching to make up for a lack of training.

- Coaching is most effective if teachers have already acquired fundamental skills.
- It is very inefficient for a DI consultant to work with teachers individually through coaching instead of in groups through preservice training.



Preservice Training

Delivering DI scripts is a skill

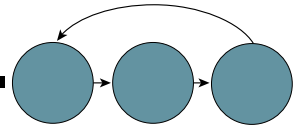
A common misconception is that DI programs are easy to teach because they are composed of scripted lessons. Nothing could be further from the truth. Mastering the instructional skills needed to teach DI programs is difficult. Preservice is the start of the learning process for teachers, teaching assistants and administrators to master these skills. A thorough and timely preservice training in DI methods ensures that all teachers are prepared to start teaching DI effectively the first day of school.

Preservice training focuses on skill practice

Within a few weeks of the start of school, a preservice training in DI methods lasting three to five days is provided on site to teaching personnel (teachers and assistants) and administrators. The preservice training focuses on the application of DI techniques through simulated practice. Preservice participants are given a program overview and are shown the rationale behind the lessons. More importantly, they learn the instructional skills needed to teach the specific exercises they will use with their students during the first few weeks of school. Participants learn DI presentation techniques (following the script, quick pacing, signaling) and monitoring and correction techniques (part-firming and delayed testing). They also learn additional procedures for assessing, placing and motivating students.

Teachers receive feedback on skills designed to meet the needs of their children

Teachers receive individual feedback from the DI trainer during preservice, and teachers are assessed by the DI trainer on DI techniques—usually on the last day of the session. Sessions are offered for different levels of the program as the techniques for different levels differ radically. For example, the first level of the Reading Mastery program involves formats for rhyming and phonemic awareness that are not needed in higher levels of the program. For this reason, it is critically important that students are assessed accurately in the spring and teachers attend the sessions on the specific program levels they will be using with their students.



Preservice Training

It is more cost-effective in terms of time, resources, and student achievement to train teachers before students arrive.

- Preservice should include all subjects and programs for the upcoming year with the equivalent of 2 full days for each program level trained.
- Preservice should concentrate on task practice (65% practice versus 35% trainer talk).
- Teachers should demonstrate readiness to teach DI lessons to students through checkouts.
- Teachers who miss preservice or do not pass checkouts must attend make-up training sessions and demonstrate mastery through checkouts.

The positive influence of preservice on the teachers' effectiveness with the Direct Instruction programs will be determined by the extent to which these criteria are met.

Lesson Check-Out Sheet

Name _____ School _____
 Building _____
 Program/Session _____ Coordinator _____

Note to participants: Continue to practice teaching lessons on a daily basis, even if you've passed your check-outs. If there is a "needs practice" marked, and you currently work with a NIFDI supported school, expect a NIFDI Implementation Manager or building coordinator to be in contact about a re-check. If there is a "needs practice" marked and you do not work with a NIFDI supported school, please contact us at training@nifdi.org if you would like to be re-checked.

Trainer: Using three show-off lessons, indicate On target (+) or Needs more practice (NP) for each of the following items:

Lesson _____	Tasks _____
	Followed script
	Used appropriate signals
	Used appropriate pace
	Looked at students
	Transitioned quickly between tasks

Checked –out
 by: _____
 Trainer

Lesson _____	Tasks _____
	Followed script
	Used appropriate signals
	Used appropriate pace
	Looked at students
	Transitioned quickly between tasks

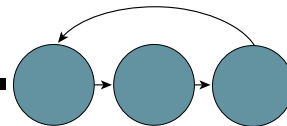
Checked –out
 by: _____
 Trainer

Lesson _____	Tasks _____
	Followed script
	Used appropriate signals
	Used appropriate pace
	Looked at students
	Transitioned quickly between tasks

Checked –out
 by: _____
 Trainer

Comments: _____





Correction Procedures for Verbal Tasks: Part-firming Paradigm

Simple Part-firming — Staying Within the Script

Every time an error in an exercise occurs:

1. Give the answer (tell, show, or show and tell).
2. Repeat the task (statement or question).
3. Go back and repeat the part. (If you can't figure out what the "part" is, go back at least two things: 2 sounds, 2 words, 2 pictures, or 2 problems.)

(Repeat steps 1-3 until the whole part is 100% firm—no errors are made)

4. Go to the next part. Repeat parts until all parts are firm.
5. Go back to the beginning of the exercise, if it is a short exercise. In lengthy exercises, go back to those tasks or parts where errors occurred.
6. Give individual turns.
7. Provide a delayed test at least 2 more times (e.g., after the next exercise, at the end of the lesson, in line in the hallway, before lunch).

Part-firming Vocabulary:

Task—Teacher wording that requires one student response or a system of highly related responses. The teacher wording can be stated in the form of a statement or a question.

Part—A logical grouping or combining of similar tasks. The more difficult the tasks for the students, the smaller this grouping of tasks should be. The more steps involved in a task that requires a highly related system of responses, the more that one task should be thought of as one part.

Exercise—Grouping of parts using the same teacher wording. In some of the older Direct Instruction (DI) programs, this is labeled TASK.

Delayed test—A task or question is presented again after two or more minutes have passed.

Corrections Check-Out Sheet

Name _____ School _____
 Building _____
 Program/Session _____ Coordinator _____

Note to participants: Continue to practice teaching lessons on a daily basis, even if you've passed your check-outs. If there is a "needs practice" marked, and you currently work with a NIFDI supported school, expect a NIFDI Implementation Manager or building coordinator to be in contact about a re-check. If there is a "needs practice" marked and you do not work with a NIFDI supported school, please contact us at training@nifdi.org if you would like to be re-checked.

Trainer: Using one show-off lesson, indicate On target (+) or Needs more practice (NP) for each of the following items:

Verbal Task

Lesson _____	Tasks _____
	Gives answer
	Repeats task
	Goes back
	Individual turns
	Delayed Test
	Delayed Test

Checked-out
by: _____
Trainer

Workcheck

Lesson _____	Tasks _____
	Monitors students checking
	Provides visual answers if needed
	Follows workcheck procedures (pencils, accurate marking, checking own work)
	Delayed Test
	Delayed Test
	Records scores or points

Checked-out
by: _____
Trainer

Comments: _____



Check-Out Summary

School: _____

Trainer: _____

Date: _____

Note to trainer: Tell participants that they will need to continue to practice teaching lessons on a daily basis to build instructional skills. If there is a "needs practice" marked, they can expect the NIFDI Implementation Manager or building coordinator to be in contact about a re-check.

Program / Lesson Number: _____

	Followed script Exercises	Used appropriate signals	Used appropriate pace	Looked at students	Transitioned quickly between tasks	Individual turns	Corrections: Gives answer	Repeats task	Goes back	Individual Turns	Delayed test
Teacher Name											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											

Key: NP (needs practice)

+ (on target)



(passed on retest)

Trainer comments: _____



Check-Out Summary

School: Jefferson

Trainer: T. Cruz

Date: Aug. 15, 2012

Program / Lesson Number:

RMSE K L II

	Teacher Name	Exercises	Followed script	Used appropriate signals	Used appropriate pace	Looked at students	Transitions quickly between tasks	Individual turns	Corrections: Gives answer	Repeats task	Goes back	Individual Turns	Delayed test
1	R. Speers	1,2,5	+	+	+	+	+	+	+	+	+	+	+
2	B. O'Neil	3-5	+	+	+	+	+	+	+	+	+	+	+
3	J. Rodrigues	2-4	+	+	NP	+	+	+	+	+	NP	+	+
4	K. Martin	5-7	+	+	+	+	+	+	+	+	+	+	+
5	P. Piper	6-8	+	(NP)	+	(NP)	+	(NP)	+	+	+	NP	+
6	B. Cox	2-3,5	+	+	+	+	+	+	+	+	+	+	+
7	O. Sanchez	4-6	+	+	+	+	+	+	+	+	+	+	+
8	R. Davisson	1,2,5	+	+	+	+	+	+	+	+	+	+	+
9	R. Ramon O	1,3-5	+	+	+	+	+	(NP)	+	+	+	+	(NP)
10	W. Flint	2-3,6	(NP)	+	+	+	+	+	+	+	+	+	+
11													
12													
13													
14													
15													
16													
17													
18													

Key: NP (needs practice)

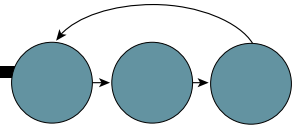
⊕ (on target)

○ (passed on retest)

Trainer comments:

I was able to retest all instructors with NPs.
Those not circled will need further practice. They know
they will need to check out with the bldg. board or IM.





Analysis of a Preservice Check-out Summary

In this activity, you will analyze a preservice checkout summary to determine which teachers are ready to teach the Direct Instruction (DI) programs and which teachers need additional practice before starting to teach DI.

Procedure:

Open your RED binder to page 4 of Section 10 to see a checkout-summary for “Jefferson” elementary school. Note the trainer comments at the bottom of the page.

Questions:

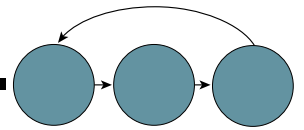
Which lesson was used for this checkout?

Who passed during the first check-out? (List names)

Who passed during the recheck? (List names)

Who still needs to practice and be re-checked before they can start teaching children? _____

Did the trainer have a chance to retest all participants who received an “NP”? (See trainer comments.) _____



Start-of-the-year Flow Chart

