



The National Institute for Direct Instruction Presents—

The 44th Annual National Direct Instruction Conference and Institutes

Hilton Eugene & Conference Center
Eugene, Oregon
July 23–27, 2018

*Sponsored in
part by*





44th Annual National Direct Instruction Conference and Training Institutes

For the past 44 years, educators have gathered in Eugene, Oregon, for what has grown into the premiere staff development conference focused on Direct Instruction (DI). Through the years, a DI “community” has developed—a community of like-minded individuals bound by the shared belief that, given the opportunity, all students can achieve remarkable results. The National Direct Instruction Conference and Institutes features a group of the best, most qualified Direct Instruction trainers, innovators, and authors, all working to help professionals such as you improve their ability to serve students.

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.

Our training sessions cover the current versions of all the DI programs and will provide you with practice opportunities that will ensure your success with all of your students. For returning participants, there are several new sessions.

We are honored that senior developer of Direct Instruction programs Siegfried Engelmann will present opening remarks for the conference and very excited to host our keynote speaker, Dr. Anita Archer. Anita is known internationally for her engaging and informative presentations. She will also be presenting a session on her book, *Explicit Instruction*.

A new event has been added this year. We will be holding the DI Block Party on the evening of July 24. There will be a hamburger and hotdog meal, as well as games, music and other entertainment. The block party will be the perfect way for you to socialize with your friends and meet other participants from around the world.

Plan on coming to Eugene this summer and 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 Events Coordinator

Table of Contents

Conference Presenters	2
Featured Speakers	3
Master Schedule.....	4
List of Sessions	5
Pre-Conference Session Descriptions.....	6
Conference Session Descriptions	8
Institute Descriptions	16
Registration Information	19
Registration Form.....	20
Application for Becoming an Effective DI Trainer Institute.....	21
Membership Information.....	22
About NIFDI.....	23

CONFERENCE PRESENTERS

Ann Arbogast
Eugene, Oregon

Kurt Engelmann
Eugene, Oregon

Bernadette Kelly
Newport, Oregon

Anita Archer
Portland, Oregon

Linda Frost
Baltimore, Maryland

Patrice Riffin
Lewes, Delaware

Tamara Bressi
Eugene, Oregon

Cheri Gerrein
Cincinnati, Ohio

Randi Saulter
Portland, Oregon

Jane Carter
Eugene, Oregon

Bonnie Grossen
Hillsboro, Oregon

Jeff Sprague
Eugene, Oregon

Kristal Childs
Manati, Utah

Evan Haney
Eugene, Oregon

Marcy Stein
Seattle, Washington

Don Crawford
Portland, Oregon

Robyn Hendrickson
Manati, Utah

Beverly Trent
Altamont Springs, Florida

Rochelle Davisson
Eugene, Oregon

Ginger Herrman
Great Bend, Kansas

Sheri Wilkins
Apple Valley, California

Donna Dressman
Cincinnati, Ohio

Marvelyn Johnson
Chestertown, Maryland

Nancy Woolfson
Eugene, Oregon

Kia Ellis
Los Angeles, California

Brenda Kahn
Baltimore, Maryland

FEATURED SPEAKERS

Siegfried “Zig” Engelmann is a Professor of Education at the University of Oregon, creator of Direct Instruction (DI), founder of the National Institute for Direct Instruction (NIFDI), and the senior author of the DI programs. He is a pioneer in developing instructional methods that accelerate the learning of all children.

Engelmann first developed the DI methodology at the University of Illinois in the 1960s at the Bereiter-Engelmann preschool for at-risk children. He applied the DI approach to the primary grades as part of Project Follow Through (1967-1977), the largest educational experiment in the history of the U.S.

Engelmann has authored over 100 instructional programs ranging from beginning reading to elementary chemistry and earth sciences. He has authored 50 chapters, 95 articles, and 20 books on educational psychology and instruction, including *Theory of Instruction*. He has received several public recognitions for his work, including the Award for Education Research from the Council of Scientific Society Presidents in 2002.

His current projects include the development of a language track for the *Horizons* reading program published by McGraw-Hill Education and an accelerated reading program for non-English speakers to accompany the *Direct Instruction Spoken English* (DISE) program published by Sopris Learning.



Siegfried “Zig” Engelmann

Developer & Senior Author
of Direct Instruction
Eugene, Oregon



Dr. Anita Archer

Educational Consultant
and Author
Portland, Oregon

Dr. Anita Archer has taught elementary and middle school students and is the recipient of many recognitions for her contributions to education. Over the course of her 40-year career Dr. Archer has taught elementary and middle school students and served on the faculties of San Diego State University, the University of Washington, and the University of Oregon. She is nationally known for her presentations and publications on instructional procedures and literacy instruction and has co-authored several popular programs with Dr. Mary Gleason including REWARDS, REWARDS Plus, REWARDS Writing (Sopris) and Skills for School Success (Curriculum Associates). In addition to her keynote she will present a session on July 23 featuring a textbook she co-wrote with Dr. Charles Hughes titled *Explicit Instruction: Effective and Efficient Teaching*.

MASTER SCHEDULE

Monday, July 23

7:30–9:00	Registration
9:00–12:00	Pre-Conference Sessions and Institutes
12:00–1:30	Lunch (on own or pre-purchase a lunch ticket)
1:30–4:00	Pre-Conference Sessions Conclude

Tuesday, July 24

7:30–8:30	Registration
8:30–9:45	Conference Opening & Keynote Siegfried Engelmann —Senior DI Author and Professor, <i>University of Oregon</i> Anita Archer —Educational Author and Consultant, Portland, Oregon
10:15–11:45	Sessions & Institutes
11:45–1:00	Lunch (on own or pre-purchase a lunch ticket)
1:00–4:00	Sessions & Institutes
5:30–8:00	DI Welcoming and Block Party

Wednesday, July 25

8:30–11:45	Sessions & Institutes
11:45–1:00	Lunch (on own or pre-purchase a lunch ticket)
1:00–4:00	Sessions & Institutes

Thursday, July 26

8:30–11:45	Sessions & Institutes
11:45–1:00	Lunch (on own or pre-purchase a lunch ticket)
1:00–4:00	Sessions & Institutes

Friday, July 27

8:30–11:45	Sessions & Institutes
11:45–1:00	Lunch (on own or pre-purchase a lunch ticket)
1:00–3:00	Sessions & Institutes
3:15–4:00	Closing Keynote: Siegfried Engelmann

LIST OF SESSIONS

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Pre-Conference All Day Monday</p> <p>P1) Foundations of Explicit Instruction</p> <p>P2) Introduction to DI</p> <p>P3) REWARDS</p> <p>P4) Technology Tools for the DI Teacher</p> <p>P5) CHAMPs: Proactive Behavior Management Systems</p> <p>P6) DI Essentials for Administrators (13 Teaching Skills); Observing and Evaluating</p>	<p>A Sessions: Tuesday–Friday Mornings</p> <p>A1) Reading Mastery Signature Edition Grade K Reading</p> <p>A2) Reading Mastery Signature Edition Grade 1 Reading</p> <p>A3) Reading Mastery Signature Edition Grades 4 and 5 Reading</p> <p>A4) Reading Mastery Signature Edition Grades 2 and 3 Language</p> <p>A5) Corrective Reading Decoding A and B1</p> <p>A6) Connecting Math Concepts: Comprehensive Edition B and C</p> <p>A7) Connecting Math Concepts: Comprehensive Edition D–F</p>			
	<p>B Sessions: Tuesday & Wednesday Mornings</p> <p>B1) Learn It Here, Teach It There–Designing Effective Staff Development</p> <p>B2) Sensible Sequences: Selecting and Sequencing DI Programs</p> <p>B3) Overview of Essentials for Algebra</p> <p>B4) Research on DI: Policy and Practice</p>		<p>C Sessions: Thursday & Friday Mornings</p> <p>C1) Management and Teaching Techniques for Students with Low-Incidence Disabilities</p> <p>C2) Literacy Activities for Primary Grades</p> <p>C3) Road to Success: Classroom Routines and Expectations</p> <p>C4) Targeted Professional Development—Creating and Delivering In-services</p>	
	<p>D Sessions: Tuesday–Friday Afternoons</p> <p>D1) Reading Mastery Signature Edition Grade K Language</p> <p>D2) Reading Mastery Signature Edition Grade 1 Language</p> <p>D3) Reading Mastery Signature Edition Grades 2 and 3 Reading</p> <p>D4) Reading Mastery Signature Edition Grades 4 and 5 Language</p> <p>D5) Corrective Reading Comprehension A and B1</p> <p>D6) Corrective Reading Decoding B2 and C</p> <p>D7) Connecting Math Concepts: Comprehensive Edition A/DISTAR Arithmetic I</p>			
	<p>E Sessions: Tuesday & Wednesday Afternoons</p> <p>E1) Managing Disruptive and Non-Compliant Behavior in the Classroom</p> <p>E2) Overview of Essentials for Writing</p> <p>E3) Advanced DI Delivery Techniques</p> <p>E4) Reading and Arithmetic Fluency</p>		<p>F Sessions: Thursday & Friday Afternoons</p> <p>F1) Reading Mastery K and 1: Advanced Formats and Corrections</p> <p>F2) Analyzing Student Progress in DI Programs</p> <p>F3) Design of Instruction–Deconstructing DI</p>	
<p>Institutes: Monday–Friday, All Day</p> <p>Coaching Institute</p> <p>Administrators Institute: Effective Implementation of DI for All Students*</p> <p>Becoming an Effective DI Trainer</p> <p><i>*The Administrators Institute runs four days–Tuesday through Friday; select a pre-conference session to complete your schedule.</i></p>				

PRE-CONFERENCE SESSIONS

Monday ONLY

P1) Foundations of Explicit Instruction

Intended Audience: Open
Experience Level: All
Presenter: Anita Archer

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 \$25.00. Each participant will receive a copy of Explicit Instruction: Effective and Efficient Teaching, a \$41.00 value.*

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) REWARDS

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

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.

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.

Pre-Conference Sessions Continued Monday ONLY

P4) Technology Tools for the DI Teacher

Intended Audience: Open

Experience Level: All

Presenter: Kia Ellis

This session will explain and demonstrate several computer-based applications available to Direct Instruction users. SRA 2Inform is an online progress monitoring system that allows Direct Instruction reading, math, and language-arts teachers to track and instantly share student achievements with school personnel and parents. The system also has a Common Core tracking feature that helps monitor progress toward key goals.

P5) CHAMPs: Proactive Behavior Management Systems

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 \$40.00. Each participant will receive a copy of CHAMPs, a \$45.00 value.*

P6) DI Essentials for Administrators (13 Teaching Skills): Observing and Evaluating

Intended Audience: Leadership

Experience Level: All

Presenter: Don Crawford

If you feel somewhat uncertain observing and evaluating DI teaching skills, you need this session. Participants will learn about how to observe for and evaluate the 13 most essential DI teaching skills to create the most improvement in student achievement. Participants will get usable written descriptions of what excellent, satisfactory and unsatisfactory performance looks like for each skill. Participants will learn how to observe for these skills, reliably evaluate them, and quickly create a clear evaluation to share with the teacher. Participants will learn how to follow up in a way that reduces resistance and induces change in your teachers. The 13 skills include establishing routines, providing effective and positive feedback, motivation, monitoring student work, error correction, choral answering, think time, how to ask questions and call on students, delayed tests and more.

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

**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!

A SESSIONS

Tuesday–Friday MORNINGS

A1) Reading Mastery Signature Edition Grade K Reading

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

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 Signature Edition Grades 4 and 5 Reading

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

Reading Mastery 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.

A4) Reading Mastery Signature Edition Grades 2 and 3 Language

Intended Audience: Open
Experience Level: All
Presenter: Linda Frost

The Grade 2 level of the *Reading Mastery* 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 learn to write paragraphs that tell the main idea and supporting details of what occurred in a given illustration. 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, editing, reporting, inferring and drawing conclusions, expanded story writing, using resource materials in writing, study skills, and outlining.

A Sessions Continued Tuesday–Friday MORNINGS

A5) Corrective Reading Decoding A and B1

*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. 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 refines word-attack skills by introducing new vocabulary and promoting word discrimination. There is a strong emphasis on fluency-building as well as comprehension.

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

A6) Connecting Math Concepts: Comprehensive Edition Levels B and C

*Intended Audience: Open
Experience Level: All
Presenter: Marvelyn Johnson*

Levels B and C of *Connecting Math Concepts: Comprehensive Edition* introduce all the component discriminations and skills required to provide a solid foundation in operations involving place value, money, geometry, algebra, measurement, data, and word problems.

CMCCE Levels B and C help students understand mathematical procedures and concepts and develop the ability to work the full range of problems and applications that define mathematics at this level. Students learn not only the basics but also higher-order mathematical concepts. Levels B and C of the program address all standards specified in the Common Core State Standards.



A7) Connecting Math Concepts: Comprehensive Edition Levels D–F

*Intended Audience: Open
Experience Level: All
Presenter: Patrice Riffin*

This session provides training for teaching *Connecting Math Concepts: Comprehensive Edition* Levels D and E and an overview of Level F.

By the time students have completed Level C, they are very firm in the concepts taught in earlier levels—measurement, time, money, geometry, estimation, and place value and have strong skills in problem solving. 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.

B SESSIONS

Tuesday & Wednesday MORNINGS

B1) Learn it Here, Teach it There—Designing Effective Staff Development

*Intended Audience: Academic
Experience Level: Experienced
Presenter: Don Crawford*

Teachers, school leaders, and staff developers attend workshops and often face the challenge of having to share what they've learned with their colleagues back at school. This session is designed to provide attendees with the background knowledge and skills to transfer what they've learned to their colleagues back home. Principles of adult learning, professional development design and delivery, and strategies for dealing with resistant colleagues. Participants should bring laptops and plan for some homework as they will be designing and delivering mini in-services as part of the session.

B2) Sensible Sequences: Selecting and Sequencing DI Programs

*Intended Audience: Open
Experience Level: All
Presenter: Brenda Kahn*

This session is designed to help participants distinguish among the many programs in the Direct Instruction family. Participants will learn to build custom interventions 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 *Horizons* fit in and when is this program a better choice?
- How early can *Corrective Reading* be used?
- 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 *Reasoning and Writing* or the language track of *Reading Mastery*?

B3) Overview of Essentials for Algebra

*Intended Audience: Academic and Leadership at the middle or high school level
Experience Level: All
Presenter: Bernadette Kelly*

Essentials for Algebra is a Direct Instruction math program for middle or high school students who are at risk of failing exit requirements for high school graduation. This session provides an overview of the program (pre-algebra and beginning algebra) and also includes some practice in presenting selected exercises.

The design of Essentials for Algebra makes it possible to teach content that is typically difficult for at-risk students to learn. The program content includes strategies for solving probability problems, work on the coordinate system, signed numbers, various multi-step algebra problems, and unique strategies for solving rate, ratio, and proportion problems.

B4) Research on DI: Policy and Practice

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

First, this session will review the historic and current research base on Direct Instruction. Studies examining specific DI programs and those related to specific populations, such as students with disabilities, will be covered. Attention will be given to studies of implementation characteristics associated with high student achievement. Participants will then look at how this research informs (or doesn't inform) policy, including projects such as the What Works Clearinghouse.

The session will also include information on a way for participants to analyze their data and compare it with other schools, their state, etc.

C SESSIONS

Thursday & Friday MORNINGS

C1) Management and Teaching Techniques for Students with Low-Incidence Disabilities

*Audience/Track: Behavior
Supervisors and Directors, School Psychologists, and Coaches*

*Experience Level: Experienced
Presenter: Ann Arbogast*

NEW SESSION! This workshop will focus on technical detail on how to manage inappropriate behaviors and teach the very low performing student. The workshop provides teachers with ideas and specific techniques for what to teach; strategies for dealing with problems of echolalia, limited receptive language and how to expand, firm and generalize tasks. Participants will receive a copy of Siegfried Engelmann's recently released manual, *Strategies for Teaching Students with Low-Incidence Disabilities*.

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

C2) Literacy Activities for Primary Grades

*Intended Audience: Open
Experience Level: All
Presenter: Brenda Kahn*

A successful primary classroom involves not only providing effective instruction, but also planning engaging, meaningful activities for the students working independently. This session will focus on how to create and incorporate literacy activities, correlated with the Direct Instruction reading and language programs, into the primary classroom. Participants will look at available published supplemental materials, as well as those that can be created by the teacher. Training will focus on how to plan literacy centers that support and enhance *Reading Mastery* and *Language for Learning*. Participants will have the opportunity to share activities and ideas through a facilitated discussion.

C3) Road to Success: Classroom Routines and Expectations

*Intended Audience: Open
Experience Level: All
Presenter: Jane Carter*

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.

C4) Targeted Professional Development—Creating and Delivering In-Services

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

NEW SESSION! 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

D SESSIONS

Tuesday–Friday AFTERNOONS

D1) Reading Mastery Signature Edition Grade K Language

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

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.

“Linda was on target and attentive to the needs of individual participants.”

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.

D3) Reading Mastery Signature Edition Grades 2 and 3 Reading

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

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

D4) Reading Mastery Signature Edition Grades 4 and 5 Language

Intended Audience: Open
Experience Level: All
Presenter: Linda Frost

Grade 4 of the *RMSE* 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.

Grade 5 has three recurring emphases that are relevant to students who are learning to think critically: alternative explanations, parallelism, and general versus specific. 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. Writing activities provide students with opportunities to respond to literature and instruction in detecting faulty arguments.

D Sessions Continued Tuesday–Friday AFTERNOONS

D5) Corrective Reading Comprehension A and B1

Intended Audience: Open
Experience Level: All
Presenter: Brenda Kahn

Corrective Reading 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).

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

Comprehension B1 develops 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.

D6) Corrective Reading Decoding B2 and C

Intended Audience: Open
Experience Level: All
Presenter: Randi Saulter

Corrective Reading Decoding B2 continues the instructional sequence of Level B1 with student practice in word attack and spelling, vocabulary development, and daily reading of decodable connected text. Practice for rate and accuracy and charting of daily fluency progress are features that help the corrective readers catch up with peers.

(D6 session description continued):

Corrective Reading 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.

D7) Connecting Math Concepts: Comprehensive Edition Level A / DISTAR Arithmetic I

Intended Audience: Open
Experience Level: All
Presenter: Patrice Riggan

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 kindergarten 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.

E SESSIONS

Tuesday & Wednesday AFTERNOONS

E1) Managing Disruptive and Non-Compliant Behavior in the Classroom

Intended Audience: Behavior Supervisors and Directors, School Psychologists and Coaches
Experience Level: Experienced
Presenter: Jeff Sprague

Non-compliance and defiance are two of the most pervasive and troublesome problem behaviors facing educators today. In this workshop, indepth information and training will be provided for understanding the nuances of these behaviors, procedures for assessing them, and strategies and intervention plans for reducing non-compliant behavior along with increasing cooperation. Case studies and illustrations will be provided along with many opportunities to apply the information. Workbook materials will be provided.

E2) Overview of Essentials for Writing

Intended Audience: Teachers or Administrators at the middle or high school level
Experience Level: All
Presenter: Bonnie Grossen

The goal of *Essentials for Writing* is to prepare high school students to pass the writing component of the high school exit exams in most states, especially in California and Florida. This program may be seen as a sequel to *Expressive Writing 2* in its emphasis on writing.

Students learn to write retells, persuasive arguments, descriptions, autobiographical sketches, responses to literature, and stories with specific themes. Different from *Reasoning and Writing*, there is less logic and science included in this program. To pass high school exit exams, students also need fluency skills. These skills are provided by *Corrective Reading* and are not included in *Essentials for Writing*.

E3) 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 include strategies and practice of effective correction and firming procedures, interventions and modifications for chronic errors, and analysis of student data. Illustrations and examples will be taken from a variety of curriculum areas, with an emphasis on reading and language.

Participants will also learn effective strategies for monitoring and modifying their Direct Instruction implementation. At least two years of experience with DI is recommended.

“Donna’s training was such an enriching experience for me.”

E4) Developing Fluency in Reading and Math Facts

Intended Audience: Academic
Experience Level: Experienced
Presenter: Don Crawford

Do you have students who must practice their checkouts over and over in order to pass? Then you need this session! Learn Zig’s answer on how to improve reading fluency the right way. You’ll learn the powerful strategy of differentiated reinforcement and how to use the Differentiated Reinforcement Fluency program to maximize growth in reading fluency without causing frustration and anxiety in students.

Do your students have to use their fingers to do math facts? Then you need to implement Rocket Math in your classroom. In a couple of minutes a day of peer practice students can develop automaticity in their math facts. In this session you’ll get a free subscription to this structured program for teaching math facts and learn how to use it effectively.

F SESSIONS

Thursday & Friday AFTERNOONS

F3) Reading Mastery K and 1: Advanced Formats and Corrections

Audience/Track: Academic

Experience Level: RM K or 1 training and at least 1 year experience teaching the program

Presenter: Nancy Woolfson

This session is designed for those who have had prior training in and have taught *Reading Mastery Signature Edition* Grade K or Grade 1, Reading and/or Language strands. Training in advanced error correction techniques, acceleration, and re-grouping students are among the topics and techniques that will be covered.

Participants will also learn strategies to help improve students' mastery, tips for enhancing story reading, strategies for firming irregular words, ways to develop writing beyond the program level, and tricks to conducting workchecks for independent practice efficiently.

“The information provided here should be required instruction!”

F2) Analyzing Student Progress in DI Programs

Audience/Track: Academic

Experience Level: All

Presenter: Jane Carter

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.

F3) Design of 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.

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 another 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:

- 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.
- Facilitating rehearsal sessions.
- Determine the appropriate intervention based on data and observation.
- Facilitating Data Analysis Team meetings to find and solve student performance problems in a timely manner.



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



All Day Tuesday–Friday (No Monday Session)

Administrator 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 four-day session provides a deeper understanding of the rationale for the comprehensive DI schoolwide model as it guides administrators through the practical and proven steps that promote student learning.

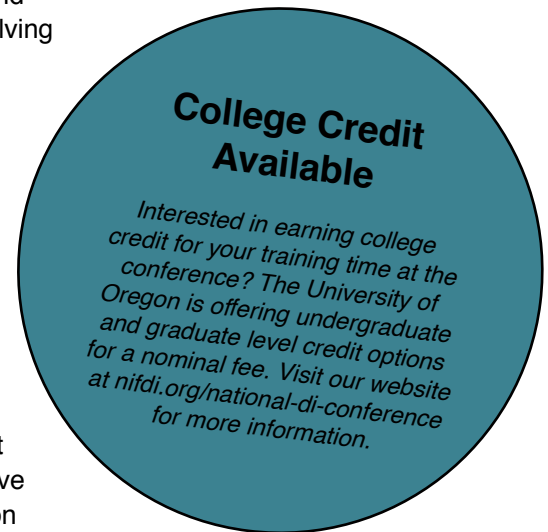
The **goal** of the Administrator Institute is for participants to become familiar with 1) *what* steps are needed to ensure that DI is implemented effectively for all students and 2) *when* these steps should be taken. The institute is structured around a calendar that provides a month-by-month breakdown 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 schoolwide 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 schoolwide model?
- How do the design features of the Direct Instruction curricula lead to improved student outcomes?
- What are the advantages of implementing Direct Instruction schoolwide?
- 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.



Institutes Continued All Day Monday–Friday

Becoming an Effective Direct Instruction Trainer

Intended Audience: Staff Development Specialists

Experience Level: Experienced

Presenters: Tamara Bressi, Rochelle Davisson, Beverly Trent

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.

“So proud! I really feel as though I earned this certificate!”

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 one or more levels of the following programs:

- *Reading Mastery*
- *Connecting Math Concepts*
- *Corrective Reading Decoding*

The institute provides no 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 trainings. Other sessions at the conference provide program-specific training.

Prospective participants must complete a separate application form for admission into the institute (see page 21). Enrollment is limited. **Please complete and return your application by June 10, 2018** Notification of acceptance will be made by June 17, 2018.

Pre-Pay for Lunch!

Purchase your meal ticket in advance for the Hilton's popular patio lunch offerings during the conference. Save time waiting in line and the hassle of receipts.

*Monday–Friday: \$80.00
Tuesday–Friday: \$64.00*

REGISTRATION INFORMATION

Where and When

The Hilton Eugene and Conference Center, 66 East 6th Avenue in downtown Eugene, Oregon. Pre-conference and Institutes begin at 9:00 am on Monday, July 23. Conference begins on Tuesday, July 24 at 8:30 am, and all sessions conclude at 4:00 pm on Friday, July 27.

How to Register

1. Complete the registration form or register online at www.nifdi.org/national-di-conference. (Online registration requires credit card payment.)
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 sent for all registrations received by July 1, 2018. 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 July 6, 2018. 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 Peak 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 or 800.237.1353 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 \$148 rate with Hilton Eugene (conference headquarters). If the Hilton property fills, other lodging options may be added. See www.nifdi.org or call us for any updates. Rates do not include room tax (10.5%). Be sure to use code **NIF** to receive the discounted room rates. The Hilton is holding a limited number of rooms at these discounted rates until June 30. After that date, they may not be able to honor the discounted rates. Make your reservation early.

Hotel	Single/Double	Upgrade
Hilton Eugene 66 East 6th Avenue Eugene, OR 97401 541.342.2000 or 1.800.937.6660	\$148.00	\$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, coffee each morning, an afternoon snack and the Block Party on Tuesday.

Status	Savings	Fee
<i>Non-Member</i>		
Conference only		\$695.00
Conference and Pre-conference Conference Institute		\$745.00 \$795.00

Members (see page 22 for membership information)

Conference only	\$70.00	\$625.00
Conference and Pre-conference Conference Institute	\$70.00 \$85.00	\$675.00 \$715.00

Student Members

Conference only	\$210.00	\$485.00
Conference and Pre-conference Conference Institute	\$220.00 \$240.00	\$525.00 \$555.00

Group Rates

Group 11–20	15%	varies
Group 21+	Call NIFDI	varies

“This training gave me the support I need to provide proficient instruction to my students.”

44TH 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)

Pre-Conference Workshop (select one)

P1 P2 P3 P4 P5 P6

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

A1 A2 A3 A4 A5 A6 A7

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

B1 B2 B3 B4
C1 C2 C3 C4

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

D1 D2 D3 D4 D5 D6 D7

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

E1 E2 E3 E4
F1 F2 F3

Monday–Friday Institutes

DI Coaching Institute

Administrators Institute*

Becoming an Effective DI Trainer**

**The Administrators Institutes runs Tuesday–Friday; select a pre-conference session to complete your schedule.*

***Admission to the Becoming an Effective DI Trainer institute is by approved application only. See page 21 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 19)	_____
Sessions with Additional Fees:	
P1 Foundations of Explicit Instruction (\$25.00)	_____
P5 CHAMPs (\$40.00)	_____
Membership Fee (Optional; see page 22)	_____
Lunch Ticket (Optional; Mon-Fri \$80.00 OR Tues-Fri \$64.00)	_____
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 _____

- Purchase Order # _____
School or Accounting Department Fax # _____

- Check (Payable to NIFDI)

BECOMING AN EFFECTIVE DI TRAINER

APPLICATION

Please complete and return this form by June 10, 2018. Enrollment is limited. Applicants will be selected by the session leaders, and not all applicants may be accepted. Notification will be made by June 17, 2018.

Name

Mailing Address

City State Zip

Phone Cell or Work Phone

Email

Position

Agency or School Affiliation

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

Program Level	Year Trained	# of Years Taught	Program Level	Year Trained	# of Years Taught
RMSE K Reading			CMCCE B		
RMSE 1 Reading			CMCCE C		
RMSE 2 Language			CMCCE D		
RMSE 3 Language			CMCCE E		
RMSE 4 Reading			CMCCE F		
RMSE 5 Reading			Decoding A		
			Decoding B1		

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

*In addition to the programs listed above, what **other** DI programs and levels have you taught, if any?*

Why are you interested in this session?

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

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 541.683.7543

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
40% discount on NIFDI sponsored events
Member discount on NIFDI publications

Institutional Membership

Regular Membership benefits for five staff people

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.

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.



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 160 schools located in 19 states, the territory of Guam, 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 2018)
- 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.

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

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