Introduction to Teaching Authentic Direct Instruction
Session 1

Webinar Format
Share strategies for distance learning
- Information
- Demonstration
- Questions from participants
- Application opportunities

Questions & Comments from participants
- Comments/questions via the Q & A feature
- Send to info@nifdi.org

AGENDA
- Introductions – Getting to know you
- Materials Check
- Session Goals
- Developmental and Remedial Programs
- Instructional Goals of Direct Instruction
- Direct Instruction Principles: Effectiveness and Efficiency
- Additional Major Features
- Additional Resources
  - Video In-Services
  - Research
  - Preservice and Coaching
Let’s roll with a poll!!

**Getting to Know You**

Poll #1 Where are you located?
1. Canada  
2. United States  
3. Latin America  
4. United Kingdom  
5. Continental Europe  
6. Asia  
7. Africa  
8. Australia  
9. South Pacific  
10. Other

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**Getting to Know You: Your School and You**

Poll #2 What is your relationship to schools?
1. Teacher  
2. Coach  
3. School leader  
4. District leader  
5. Researcher/University lecturer  
6. Behavior support specialist  
7. SENCO/Special Education support  
8. Teaching assistant

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**Direct Instruction & You**

Poll #3: I have….. (check all that apply)
1. no prior knowledge of authentic Direct Instruction.  
2. no prior experience teaching authentic Direct Instruction programs.  
3. had some training on how to teach authentic Direct Instruction.  
4. taught at least one authentic Direct Instruction program.
Session Materials

NIFDI Handout Packet (HO) Packet
Lessons: RMSE 1, L 102; RMSE K, L34; RMSE 1, L90

Tour of NIFDI Resources

Tour of Resources
NIFDI website

Session Goals

Goals:
- Develop a working knowledge about the rationale behind Direct Instruction (DI) curricula
- Understand the key principles and delivery techniques of DI programs.

Range of DI Programs: Developmental or Remedial

Developmental Programs
- Grade/Year level equivalent instructional content
- Students learn one year of instructional content in one year
- Can be accelerated with increased instructional time, at mastery
  - Reading Mastery Signature Edition (RMSE)
    - Grade Levels K-5 (Reading and Language w/Writing)
  - REWARDS Intermediate
  - DISTAR Arithmetic
    - Connecting Math Concepts, Levels A-F
**Range of DI Programs: Developmental or Remedial**

**Remedial Programs**
- For students who are at risk of failure
- Written to meet specific student needs
- Students learn more than one year’s instruction in a sequence that may be presented and taught to mastery in less than one year
  - Corrective Reading: Decoding & Comprehension
  - REWARDS Secondary
  - Expressive Writing 1 & 2
  - Corrective Mathematics

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**Instructional Goals of Direct Instruction**

1. For all students to master material at their performance levels every day, which will lay the foundation for increasing knowledge, skills and confidence.

2. For all students to learn critical background information and specific strategies systematically, which they can apply successfully to a wide variety of situations.
3. For the performance level of all students to increase dramatically over time through acceleration – learning more in less time.

**Direct Instruction Principles:**

- **Effectiveness** – ensuring that all students master the material.
- **Efficiency** – ensuring that students learn at a faster-than-expected rate.

**Design of Effectiveness (ensuring that all students learn)**

1. **Placing** students at their **performance level**
2. Eliciting **frequent** student **responses**
3. **Modeling** new skills and concepts
4. **Immediate corrections** by the teacher
5. **High passing criteria**
6. **Incremental increase** in difficulty & complexity
7. **Judicious review**
8. **Integrating** skills and concepts into more complex applications
1. Placing students at their performance level

**Students** are…
- grouped according to DI placement test results (program specific)
- not grouped by grade or age nor by standardized tests

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1. Placing midyear entrants at their performance level

- Groups proceed through the programs over time so there won’t be groups starting at the beginning lessons midyear.
- Students entering midyear will be given in-program tests to find a group that matches their skill level.

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1. Placing students at their performance level
2. Eliciting frequent student responses
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Design of Effectiveness

2. Eliciting frequent responses
- High interaction allows teachers to assess student performance and adjust instruction on an ongoing basis.
- Keep students on task. Unison (i.e., whole group) responses are indicators of time on task.
- Simple tasks allow for more frequent responses than more complex tasks.
- More “think time” is needed for new and complex tasks, which can vary by student.

Think, think, think....

Poll #4: Which oral question below would require the longest amount of think-time for an average 5th grade (year 6) student to answer?

1. What’s 35 x 8?
2. What DAY is it today?
3. What’s the DATE this Friday?

Design of Effectiveness

- Signals and Unison Responses
  - Efficient AND Effective
    - Every student initiates own response. Prevents students from leading or following.
    - Every student practices the task. (Not relying on individual turns.)
    - Every student makes hundreds of responses by the end of the lesson.
    - Mistakes can be heard and corrected immediately.
    - Signals are either visual or audible – depends on the exercise.
Design of Effectiveness

Scripts, Formats
- Everything teachers and students say and do is specified in a script.
- The language of instruction is consistent from day to day.
- There is less confusion and distraction for students.
- Script is efficient for the teacher (preparation time is minimized).
- Scripts are organized into formats (or patterns) of teaching steps.
- Over time the formats change to include less structure and more independence of skill.
- Scripts allow for teacher showmanship. Teach like it matters!

Design of Effectiveness

Reading Mastery format conventions:
- This blue type indicates what the teacher says.
- (This type indicates what the teacher does.)
- This italic type shows the students’ response.

RMSE Level 1, L 102, ex. 2

<table>
<thead>
<tr>
<th>people</th>
<th>milk</th>
<th>ghost</th>
<th>laugh</th>
<th>New</th>
<th>king</th>
<th>sheep</th>
</tr>
</thead>
<tbody>
<tr>
<td>bald</td>
<td>farm</td>
<td>about</td>
<td>bean</td>
<td>small</td>
<td>What</td>
<td>near</td>
</tr>
</tbody>
</table>

Poll #5: Count the responses
How many practice opportunities did each student get in 30 seconds?
Hand drop (Visual)

Practice with these questions:

Students look at the teacher, the teacher presentation book or other resource.

- What day is it today? (2 seconds) GR
- What day will it be tomorrow? (2 seconds) GR
- What day was it yesterday? (2 seconds) GR

Design of Effectiveness
(ensuring that all students learn)

1. Placing students at their performance level
2. Eliciting frequent student responses
3. **Modeling new skills and concepts**
4. Immediate corrections by the teacher
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8. Integrating skills and concepts into more complex applications
3. The instructor models new skills and concepts
   - The teacher provides explicit examples of expected performance through a script. “My turn” or “Listen.”
   - Students know exactly what they are supposed to do.

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**Poll #6: Teacher Model and Student Response**

In this demonstration of RMSE Reading, Level K, Lesson 34, ex. 2

- 6a) How many times did I model the new sound before asking the students to produce the sound by themselves?
- 6b) How many opportunities did students receive to practice the new sound before being asked to discriminate the new sound from review sounds?
Children say the sounds.

**Lesson 34**

**EXERCISE 1**

Novice to hold one finger.

Next sound. Say

Adults.Feet.

(Repeat

Hold up my finger, say

You're going to say some sounds. When I

Make a mistake. My turn to say it. Get

Again. Get ready.

Listen.

First you're going to say a word slowly

Then you're going to say the word fast.

Listen.

You said all the sounds.

Yes,

Next sound.

Good saying the sounds. (Call on individual children to do

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4. **Immediate corrections by the teacher**
   - All errors are corrected immediately so students perform perfect practice as much as possible.
   - Students repeat material after the correction with delayed tests to ensure mastery.
   - New exercise types are accompanied by scripts with initial error correction procedures, which teachers must commit to memory.
To purchase Authentic Direct Instruction Programs in the UK

Contact:
- Emma Chambers
- Account Manager
- Schools UK and NECE
- Direct email: emma.chambers@mheducation.com
- General email: ukschools@mheducation.com
- Mobile: +44 (0) 7557 014605

Every Child
Every Teacher
Succeed Every Day!

For additional information contact:
info@nifdi.org

Thank you for attending!