Introduction to Teaching Authentic Direct Instruction
Session 2

Webinar Format
Share information on Direct Instruction
- Demonstration
- Questions from participants
- Application opportunities

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

AGENDA
- Introductions – Let’s get reacquainted
- Materials Check
- Session Goals
- Instructional Goals of Direct Instruction
- Direct Instruction Principles:
  - Effectiveness and Efficiency
- Additional Major Features
- Additional Resources
  - Video In-Services
  - Research
  - Preservice and Coaching
Poll # 1a: Let’s get reacquainted

I am a...
1. Teacher
2. Coach
3. School leader
4. District leader
5. Researcher/University lecturer
6. Behavior support specialist
7. SENCO/Special Education specialist
8. Teaching assistant

Poll #1b: Let’s get reacquainted

Introduction to Teaching Authentic Direct Instruction Webinar, Part 1

1. Yes, I attended part 1.
2. No, I did not attend part 1.

Session Materials

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

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.

Instructional Goals of Direct Instruction (cont.)

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. Modeling new skills and concepts
3. Eliciting frequent student responses
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

Design of Effectiveness

5. High passing criteria
   - In contrast to conventional instruction, DI requires a **high percentage of correct responses** for students to proceed through the program.
   - In many schools, 70% correct is a passing score. Because **DI programs emphasize mastery** of the content covered, the **passing scores are much higher.**
Design of Effectiveness

5. High passing criteria
   - 100% on individual turns
   - 100% on all tasks by the end of the lesson
   - 85% on independent work
   - 90% on in-program mastery tests
   - errors are infrequent so groups complete lessons in the allotted time

Design of Effectiveness

6. Incremental increase in difficulty and complexity

7. Judicious review

8. Integrating skills and concepts into more complex applications

Mastery Teaching Staircase

New material

Review and applications
Mastery Teaching Staircase

1. New material
2. New material if placed incorrectly
3. New material
4. New material
5. New material
6. New material
7. New material
8. New material

Connecting Math Concepts Comprehensive Edition (CMC CE)
Level D, L.11

- What pre-skills would a student need to have in order to solve for \( K \)?

Part 2:
- a. \( K \) is 17 less than 88.

Connecting Math Concepts Comprehensive Edition Level D, L.11

You're going to make number families and then figure out what the labels in the family equals.

b. Touch sentence A.
   - Read the sentence. (Signal.) \( K \) is 17 less than 88.
   - Which number tells how many more or less? (Signal.) 17.
   - Circle 17 and write it as the first small number in the family.
   - Read the sentence without the circled number. (Signal.) \( K \) is less than 88.
   - Put \( K \) and 88 in the number family.
   - Observe students and give feedback.

d. Check your work.
   - Display: \( 17, K, 88 \)

Here's what you should have: 17 and \( K \) are the small numbers, 88 is the big number.
1. June rode a bike 156 miles farther than Ginger rode. Ginger rode 97 miles. How many miles did June ride?

2. Mike ate 123 apples. Fran ate 86 apples. How many more apples did Mike eat than Fran?


**Benefits of DI Program Design Principles**

A. Students at mastery will learn what’s next.

B. Students not at mastery will get farther behind.

C. Students will retain information over breaks.
Benefits of DI Program Design Principles (cont.)

D. Teaching to mastery = **reliable progress**

E. **Student performance** drives instruction.

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**Poll #2: Benefits of DI program design**

Tell me true…..or false

1. **Students taught to mastery** will learn what’s next.  
   T or F

2. **Students not at mastery** will get farther behind.  
   T or F

3. **Students taught to mastery** will need to start the new school year 25 lessons back from where they left off before the summer break.  
   T or F

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**Design of Efficiency**

1. **Grouping students homogeneously and flexibly**
2. **Small groups for lower-level programs and/or fragile learners**
3. **Seating students to facilitate instruction**
4. **Choral student responses followed by individual turns**
5. **Scripts with clear, consistent wording and examples**
6. **Routines and expectations explained and practiced**
7. **Systems for reinforcing appropriate student behavior**
Design of Efficiency
(students learning faster-than-expected)

1. Grouping students **homogeneously** and **flexibly**
2. Small groups for **lower-level programs** and/or **fragile learners**

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**Design of Efficiency:**
 Flexible Grouping

- **Groups** may **change** throughout the year.
- All **changes** will be **made on the basis** of **data** and an **analysis** thereof.
- **Teacher** recommendation is **important**. However, **data-based decisions** are always first and **foremost**.

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Design of Efficiency

1. Grouping students homogeneously and flexibly
2. Small groups for lower-level programs and/or fragile learners
3. **Seating students to facilitate instruction**
4. Choral student responses followed by individual turns
5. Scripts with clear, consistent wording and examples
6. Routines and expectations explained and practiced
7. Systems for reinforcing appropriate student behavior
Design of Efficiency

3. Seating students to facilitate instruction
   - lower levels of the programs require small group instruction – 12 students maximum
   - higher levels are taught whole class—still homogeneous groups

Efficiency: Seating Students to Facilitate Small Group Instruction

RMSE Reading & Language Grades K & 1; Corrective Decoding A; DISTAR Arithmetic

Setup
- Students in a semi-circle around the instructor (not on the floor)
  - Kindergarten/Reception and first grade students in RMSE sit in chairs without desks.
  - Older students in Decoding sit at desks.

Efficiency: Seating Students to Facilitate Instruction

Physical Arrangement for Small Group Instruction

- Students in chairs
- Teacher in chair with wheels
Efficiency: Seating Students to Facilitate Instruction

Physical Arrangement for Medium Sized Group (10-12 students)

- Students in assigned seats
- Off the floor
- High performers on sides and in back
- Low performers/behavior challenges front and center
- Make sure all students can see all parts of the lesson

Efficiency: Seating Students to Facilitate Instruction

Efficiency: Seating Students to Facilitate Large Group Instruction

RMSE Grade 2 Reading and Language; Decoding B1 & higher; CMC Levels B & up

Setup
- Students sit in desks during instruction – rows and columns are best for monitoring.

Story reading
- Instructor moves around the room – seldom at the front unless giving points.
Efficiency: Seating Students to Facilitate Instruction
Physical Arrangement for Large Group Instruction
(teacher actively monitors students at their desks)

HP  HP  HP
HP  HP  HP
LP  LP  LP
LP  LP  LP

Efficiency: Seating Students to Facilitate Instruction

1. Grouping students homogeneously and flexibly
2. Small groups for fragile learners
3. Small groups for lower-level programs and/or fragile learners
4. Choral student responses followed by individual turns
5. Scripts with clear, consistent wording and examples
6. Routines and expectations explained and practiced
7. Systems for reinforcing appropriate student behavior
Design of Efficiency

4. Choral student responses followed by individual turns

Corrective Reading: Comprehension
Level B2, Lesson 9
As you watch this video, think about the function of presenting individual turns after group responses.

Poll #3: Choral student responses followed by individual turns
Which of the following are true about presenting individual turns after group responses? (Check all that apply.)
1. To catch students up who have been absent.
2. To verify that students have mastered the material and are not just mouthing their response or taking cues from other students.
3. If you are in doubt about the performance of any student on the exercises, present quick individual turns.
4. If you wait until the students are firm on group responses, the chances are much better that each student will be able to give a firm response on an individual turn.
**Design of Efficiency**

1. Grouping students homogeneously and flexibly
2. Small groups for lower-level programs and/or fragile learners
3. Seating students to facilitate instruction
4. Choral student responses followed by individual turns
5. **Scripts with clear, consistent wording and examples**
6. Routines and expectations explained and practiced
7. Systems for reinforcing appropriate student behavior

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**Poll #4: Scripts – what good are they?**

What following ideas could be included when sharing with a peer or a parent the benefits of following a DI script? (Check all that apply.)

1. Scripts keep the language of instruction consistent from day to day.
2. Teacher talk is at a minimum so there is less confusion and distraction.
3. Scripts are efficient for the teacher and students.
4. The sequence and order of tasks have been carefully constructed.
5. Scripts allow for teacher showmanship.

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**Design of Efficiency**

5. **Scripts with clear, consistent wording and examples**
   - What information would **YOU** include if sharing with a peer or a parent the benefits of following a DI script?

**TIME TO SHINE:** Jot down three points you want to be sure to remember.
1. Grouping students homogeneously and flexibly
2. Small groups for lower-level programs and/or fragile learners
3. Seating students to facilitate instruction
4. Choral student responses followed by individual turns
5. Scripts with clear, consistent wording and examples
6. Routines and expectations explained and practiced
7. Systems for reinforcing appropriate student behavior

**Tool:** the Teacher-Student Game.

**Sample Rules for Group Instruction**

**Sit Tall**

**Talk Big**

**Answer on Signal**

**Respect Others**

**Be a “STAR”**
Poll #5 – Show what you know!

5a True or false: Effectiveness means that all students master the material.

5b True or false: Efficiency means students learn at a faster-than-expected rate.

Major Feature:
Organization & Management

Schedule
- Protected time – school wide
- 2nd reading period for all K/1 and for all groups performing below grade level
- Teachers must adhere to the schedule during the entire duration of the period
  - Teachers must start on time
  - Teachers must teach until the end of the scheduled period
- Minimal disruptions (i.e., field trips, assemblies)
Major Feature: Lesson Progress and Mastery

Expected lesson progress is projected according to the entry performance level of the students and according to the program being taught.

- **In lower levels of the programs:**
  - High groups achieve 8 to 9 lessons a week at mastery.
  - Middle groups achieve 7 to 8 lessons a week at mastery.
  - Low groups achieve 5 to 7 lessons a week at mastery.

- **In higher levels of the programs:**
  - Because of complexity, lessons take longer.
  - Students complete at least a lesson a day at mastery.

Major Feature: Monitoring In-Program Student Performance Data

- **Student Test Summary (STS):**
  - Reading Checkouts
  - Mastery Tests: Reading, Language, and Math

- **Lesson Progress Chart (LPC)**

- **Independent Work Summary (IWS)**

Goals: Do you have…

- A working knowledge about the rationale behind Direct Instruction (DI) curricula?
- An understanding of the key principles and delivery techniques of DI programs?
Start-of-the-year Flow Chart

Placement Testing
Have all students been placement tested?
No
Placement test immediately. If students aren't placement tested, they can't receive instruction at their instructional level.
Yes

Instructional Grouping
Have all students been placed into homogeneous groups. Instructional groups are homogeneous in skill level; students will not be able to receive instruction at their instructional level.
No
Place students into homogeneous groups.
Yes

Purchasing Materials
Have sufficient instructional materials been purchased that correspond to the skill level of all students?
No
Purchase materials for all students that match their instructional level. If all teachers and students don't have materials that match the skill level of all students, students won't be able to receive instruction at their instructional level.
Yes

Teacher Training
Have all instructors been trained in all programs that match the skill level of the students they will teach?
No
Provide program (preservice) training for instructors (the equivalent of at least 2 days per program level). If teachers and paras don't have the skills to deliver the specific levels of the programs, students won't be able to make adequate academic progress.
Yes

Focused Teaching
Are teachers delivering instruction that is at the skill level of the groups?
No
Ensure the instruction that teachers deliver is actually at the skill level of the students every day. If teachers do not teach to mastery all skills in the programs, students will not be able to make adequate academic progress even if the materials match students' initial instructional levels.
Yes

Preservice Program Training
- Essential to student and teacher success
- Trains instructional staff in the program and level they will teach
- Takes place before instruction begins
- Goal is to prepare instructors for first 30 or so lessons of the program level
- Receive modeling, practice and feedback to hone DI delivery skills

On-site Coaching
- Instrumental to student and teacher success
- Provides teachers with feedback on instructional techniques and student skill level
- Provides practice sessions and skill building in-services
- Assists with weekly data analysis
- Classroom routines and expectations training
  - Provides training on how to teach DI classroom rules and actively monitor students during instruction and transitions
Resources: Implementation Support
National Institute for Direct Instruction
(www.nifdi.org)

Video In-Service Series
- Critical Phrasing
- How to Correct Discrimination Errors, Volumes 1-3
- Thermometer Chart

Distance Learning Support
- Webinars
- Forum
- Preservice Training
- Coaching

Resources: Current Research
National Institute for Direct Instruction
(www.nifdi.org)

DI shown to be effective
- Research database on Direct Instruction
- Database by year includes
  - 134 Publications
  - Over 30 studies with random assignment
- Email: research@nifdi.org
- Publisher Website: https://www.mheducation.com

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

Others:
- Contact your local MHE rep or go to mheducation.com
Every Child
Every Teacher
Succeed Every Day!

For additional information contact:
info@nifdi.org

Thank you for attending!