



Facilitator's Guide **Delivering an Effective DI Lesson: Critical Phrasing**

Estimate of total time for in-service, including practice and discussion: 60-65 min

Scheduling the in-service: For maximum effectiveness, schedule this in-service on a day that allows for classroom observations within a day or two after the session.

Follow this link to watch or download the Critical Phrasing video:

<https://vimeo.com/240518909/6e92754228>

There are two options to access the video:

1. To view directly from the web via online streaming, go to the link provided above and press play.
2. To download the video to a computer for off-line viewing (recommended), go to the link above and click on the download button on the lower right of the screen. Select HD720P. Depending on your browser, you may need to right click and prompt the computer to begin the download. Allow up to five minutes for the video to completely download to the computer.

If you have any doubts about the reliability of your Internet connection, choose the second option and download the video before the in-service session.

Purpose of in-service video:

- To provide teaching staff knowledge, understanding and practice using the pause and punch strategy when teaching a DI lesson;
- To allow more rapid delivery of in-services, as the video-based in-services can be delivered by a less experienced coach, principal, API/building coordinator, or lead teacher;
- To help make training more consistent in the field across multiple presenters.

Purpose of Facilitator's Guide: This four-page guide is to be used as a tool for guiding discussion and practice of the presentation skills modeled in the video.



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In-Service target audience and participant prerequisites: The target audience is instructors who have at least some difficulty presenting DI lessons effectively to a group of students. Note that participants will be *most* successful if they have attended at least two full days of program training that included a heavy emphasis on practice. It is also recommended that participants have received in-class coaching on fundamental presentation techniques prior to participating in this in-service.

Materials needed for this in-service:

- Facilitator –
 - Video
 - Facilitator's Guide
 - Critical Phrasing Follow-Up Form
- Participants -
 - Critical Phrasing Handout (includes lesson packet) – 1 per participant
 - Self-sticking notes (or post-its)
 - Teacher presentation book (reading, language or math) that contains the next day's lesson

Procedures for participants:

- View the video carefully.
- Be actively engaged in each of the practice activities and discussions.
- Notify the facilitator about any problems or issues they are having.

After the activity, *Application to Tomorrow's Lesson*, has been conducted, make a copy of tomorrow's lesson from your teacher presentation book and give to the facilitator. (Facilitator: see Critical Phrasing Activity Guide, item 7, below.)

Procedures for facilitator *before* the in-service:

- Please preview the video before facilitating the in-service so your focus will be on participants during the session.
- Invite to the training those participants who meet the prerequisites (see above).
- Prepare necessary material and inform participants of the material they should bring (see above).
- Review procedures for participants (see above) prior to beginning the in-service.



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Procedures for facilitator *during* the in-service:

Actively monitor. Be sure to engage with your participants as they participate in partner discussions and practice activities. Prompt participants, if necessary. Give feedback based on the purpose/focus of each activity.

- Don't wait until the last person finishes if that person is significantly discrepant from other participants. You'll want to keep the in-service moving at a pace comfortable for the majority.
- Relay to participants next steps regarding classroom visits and follow-up assessments. It is recommended participants be asked to teach one of the exercises identified in activity 7, *Application to Tomorrow's Lesson*, during a classroom observation.

Procedures for facilitator *after* the in-service:

- Review participant evaluations and respond to as appropriate.
- Optional: Complete the included facilitator's feedback form and return to NIFDI. (email: training@nifdi.org)

Classroom follow-up:

Use the in-service follow-up form that corresponds to this video in-service to determine whether teachers are applying the critical variables in the classroom with students to measure the extent to which all instructors have mastered the delivery technique. Participants designated as "needs practice" should practice the targeted skills during script practice until firm. Revisit the classroom to determine whether the teachers can implement the critical phrasing delivery skill effectively.

Note that the follow-up form can also be used as a screener *before* the in-service is conducted to determine which teachers could benefit most by participating in the in-service.



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Critical Phrasing Activity Guide

Name/Type of Activity	Purpose	Critical Format Variables	Approx. Duration
1. Techniques used by teacher (RMSE K, L. 17) <u>Type of activity</u> : discussion	To identify & discuss what an instructor did to make the exercise sound important	Students are shown how to say a word slowly. There should be no stopping between sounds.	3 min.
2. Signature Language, Grade 1, L. 7 <u>Type of activity</u> : partner teach	To teach an exercise, pausing before words in bold print & then using their voice to accentuate the word(s)	Students are asked to discriminate between <i>where</i> and <i>when</i> . Students must be firm on identifying <i>when</i> and <i>where</i> in isolation before being asked to discriminate between the two in a given sentence	4-5 min.
3. Identifying additional words to pause & punch (Signature Language K, L. 89, ex. 3) <u>Type of activity</u> : view & record	To orally identify word(s) when emphasized during an exercise	Students first learned that the opposite of <i>wet</i> is <i>not wet</i> . Students must be firm with <i>wet/not wet</i> before being able to identify the opposite of <i>wet</i> as <i>dry</i> .	30 sec.
4. Signature Language K, L. 89, ex. 4 <u>Type of activity</u> : partner discussion	To identify what words in a script should be emphasized even when not already indicated by bold print	Students review common information. They must be firm at every step to avoid problems in later lessons.	30 sec.
5. Signature Language K, L. 89, ex. 4 <u>Type of activity</u> : partner teach	To teach the exercise by pausing & punching critical words that have not been pre-identified	Students review common information. They must be firm at every step to avoid problems in later lessons.	4-5 min.
6. CMC B, L. 9, ex. 4 <u>Type of activity</u> : partner teach	To teach the exercise by pausing & punching critical words that have not been pre-identified	The tens digit changes from number to number. Stressing the tens digit helps to make it easier to hear the pattern.	4-5 min.
7. Application to tomorrow's <u>Type of activities</u> : a. Identify b. Partner teach c. Share feedback	a) To identify an exercise in own lesson where pause & punch is needed b) To pause & punch the words already in bold in the script as well as the ones additionally identified c) To identify words that partner paused & punched while teaching	Participants identify format variables that they think are relevant to student success with the skills being taught.	15 min.
8. Evaluation <u>Type of activity</u> : written feedback	To give feedback on the video in-service training	Not applicable	5 min.