

Engelmann Tribute
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I was already in awe of Zig's accomplishments before I even met him. I had taught students in a special ed resource room for a couple of years and used Zig's programs almost exclusively. Then, in 1980, I met Zig at the University of Oregon, where he was responsible for training supervisors of teacher trainees. I was to be one of the supervisors. In addition, Zig taught several graduate courses, while simultaneously, continuing with Follow Through and with writing and field-testing new DI programs!

As part of my doctoral program, I took eight classes from Zig, primarily courses centered on instructional design and the three-term seminar that focused on training the aforementioned supervisors. I eventually team-taught this supervisor seminar with Zig for seven years. For many of those years, Zig went out to classrooms with each supervisor once or twice a term. I especially enjoyed those times when he taught a group of children himself to model instructional behaviors. Zig had an unwavering belief in the power of instruction. For more than 50 years, he held onto his vision of what could be accomplished with careful instruction. Zig was also a genius of uncommon abilities. He excelled at logical analysis and had exceptional powers of observation. You've heard how he brought these abilities to bear on teaching children and on designing instruction; he also used these abilities to learn how to optimize teacher training and to develop layers of training, first training teachers, then training trainers of teachers, then trainers to train the trainers, and so on. At the University of Oregon, I began at the bottom layer of this pyramid and worked my way up to the challenging top of the pyramid. Because of these layers of experience, Zig later asked me to work for NIFDI as Director of Training, which I did for almost 6 years.

Zig had an uncanny way of coaxing achievement out of anyone, especially children and young adults, but he didn't depend solely on his unique personality. Instead, over time, he distilled the behaviors that caused achievement. Then he set about to teach those same behaviors to

teachers. He believed if instruction was to realize its power, teachers had to be trained well.

Zig was a quick study. As far back as his days with the preschool, he had already determined the importance of pacing, timing, signaling, corrections, and other delivery behaviors, but he never stopped trying to learn more. For example, about 20 years after the preschool began, Zig decided that having corrections written into the programs was not enough. He worked out a paradigm that could be applied across programs, and I had teachers try the paradigm in multiple classrooms. We refined the wording until it achieved the kind of parsimony and universality that Zig was so fond of. I still have a copy of this part-firming paradigm in purple ink from a ditto machine! From then on, part-firming was part of every DI teacher's training.

A large part of teacher training, whether at the university or out in the field, is showing teachers what to do in a particular part of a DI program, having trainees practice what they saw, then explaining how the design either solved or prevented a problem for the recipients of the instruction. At the University, Zig had us videotape the training sessions; then he analyzed the training with us to make sure we provided good models, gave teachers sufficient practice time, and gave a clear rationale for the design. Even after I became a colleague of Zig's rather than a student, I always did the videotaping and feedback first, partly to show doc students that I was still alive and smiling after Zig had finished pruning and shaping my efforts. These feedback sessions led to the *Becoming an Effective DI Trainer Institute* that is still part of the Summer Conference. The legacy of this amazing man does indeed have many dimensions.