

Direct Instruction

NEWS

ADI Effective School Practices

DON CRAWFORD and RANDI SAULTER, Editors

A Closer Look at RTI

Welcome to the Spring 2012 issue of the DI News. We have brought you some controversy this time. Chuck Baxter, a retired psychologist, has sent in a piece detailing why he feels Response to Intervention or RTI can't work. RTI at its heart is a simple proposition. Take a student who is having learning troubles, intervene with research-supported instruction and keep track of the student's response to that intervention. If it fixes the problem, great! If it doesn't fix the problem, that's worrisome, but try it a little more intensity or try something that might be more effective. Keep good and consistent data. Guide your interventions by the student's response.

Then RTI seemed to become inextricably bound with the Three-Tier model out of Texas under the leadership of Sharon Vaughn. The Three-Tier model tried to institutionalize three levels (and in some cases four levels) of intervention. Although Vaughn expressly denied it was a part of the model, most implementations used different curricula for the different levels. Often Reading Mastery was the most intensive intervention, because sure enough, when students were put into Reading Mastery at the right level with properly trained teachers, they made progress. Unfortunately, if students made too much progress they'd be pulled out of Reading Mastery and put back into the ineffective curriculum which failed them in the first place. This is where Zig took exception with the model—when they started pulling kids out of effective instruction.

Without good curriculum, RTI doesn't make much sense. This is where Chuck Baxter is coming from and he has some great points. But to round things out, we've also included a study of RTI and Three Tier in a school that used only Reading Mastery at all levels—"Intensifying Reading Instruction for Students within a Three Tier Model." The difference among levels was one of intensity and time, rather than changes in curriculum. You can read about the results in the article. We also included a piece on the topic written by one of your editors for the National Institute for Direct Instruction (NIFDI) which concludes that RTI and Three Tier can work in an all DI schools.

In addition to all of that, we have "musings" from Dr. Martin Kozloff, who always gives us a lot to think about. His insights into public school systems provide an interesting angle for considering the future of our schools.

Bonnie Cates, Lead Consultant, Educational Resources, Inc. wrote to tell us about an interesting consulting opportunity that she has been afforded. She is consulting via pre-planned phone conferences with a homeschooling parent who utilized Direct Instruction curriculum with her daughter who has been diagnosed on the autism spectrum. We are proud to include her successes with this student/parent team.

We are also very happy to be able to honor the exciting success of Avoyelles K-12 public charter school. This school partners with Educational Resources, Inc. and is committed to the use of

Direct Instruction curriculum, ongoing training, supervision and coaching along with a data driven set of criteria for student achievement. We hope that you enjoy reading about the success of this hardworking set of educators and students.

We hope that you are able to put your feet up, relax and read these and the other articles in this issue of the DI News. HAPPY SPRING! **ADI**

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Contribute to DI News:

DI News provides practitioners, ADI members, the DI community, and those new to DI with stories of successful implementations of DI, reports of ADI awards, tips regarding the effective delivery of DI, articles focused on particular types of instruction, reprints of articles on timely topics, and position papers that address current issues. *The News'* focus is to provide newsworthy events that help us reach the goals of teaching children more effectively and efficiently and communicating that a powerful technology for teaching exists but is not being utilized in most American schools. Readers are invited to contribute personal accounts of success as well as relevant topics deemed useful to the DI community. General areas of submission follow:

From the field: Submit letters describing your thrills and frustrations, problems and successes, and so on. A number of experts are available who may be able to offer helpful solutions and recommendations to persons seeking advice.

News: Report news of interest to ADI's members.

Success stories: Send your stories about successful instruction. These can be short, anecdotal pieces.

Perspectives: Submit critiques and perspective essays about a theme of current interest, such as: school restructuring, the ungraded classroom, cooperative learning, site-based management, learning styles, heterogeneous grouping, Regular Ed Initiative and the law, and so on.

Book notes: Review a book of interest to members.

New products: Descriptions of new products that are available are welcome. Send the description with a sample of the product or a research report validating its effectiveness. Space will be given only to products that have been field-tested and empirically validated.

Tips for teachers: Practical, short products that a teacher can copy and use immediately. This might be advice for solving a specific but pervasive problem, a data-keeping form, a single format that would successfully teach something meaningful and impress teachers with the effectiveness and cleverness of Direct Instruction.

Submission Format: Send an electronic copy with a hard copy of the manuscript. Indicate the name of the word-processing program you use. Save drawings and figures in separate files. Include an address and email address for each author.

Illustrations and Figures: Please send drawings or figures in a camera-ready form, even though you may also include them in electronic form.

Completed manuscripts should be sent to:

ADI Publications

P.O. Box 10252

Eugene, OR 97440

Acknowledgement of receipt of the manuscript will be sent by email. Articles are initially screened by the editors for placement in the correct ADI publication. If appropriate, the article will be sent out for review by peers in the field. These reviewers may recommend acceptance as is, revision without further review, revision with a subsequent review, or rejection. The author is usually notified about the status of the article within a 6- to 8-week period. If the article is published, the author will receive five complimentary copies of the issue in which his or her article appears.

ADI News

A lot has happened at ADI since the last DI News.

We've launched a new version of our website. The site was completely rebuilt, including an improved interface that allows for easier navigation, a comprehensive list of DI resources and a members-only forum, as well as many other new features. Be sure to check out our new website at www.adihome.org.

The National Direct Instruction Conference program is now printed in full color and on heavyweight paper for half the cost of last year's. Inside, each session includes information about the intended audience, the recommended experience level, and a simpler "conference at-a-glance" calendar. You should have received your copy of the Conference program; if you haven't, or you'd like additional copies, email us at: info@adihome.org. You can also download the PDF version on our website at www.adihome.org. Please pass on copies to your colleagues.

For the first time ever, the National Direct Instruction Conference will

offer a bonus session titled "How to Successfully Advocate for DI," presented by Dr. John Stone. Dr. Stone is the President of the Education Consumers Foundation and the head of the Education Consumers Clearing House, a subscriber-supported online "Consumers Union" for the consumers of public education. Dr. Stone has had great success advocating for effective educational practices in his home state of Tennessee. If you want to learn how to be an effective DI advocate in your own school, district, or state you won't want to miss this session. Our special invited keynote speaker this year is Eric Mahmoud, founder and CEO of Seed Academy, Harvest Preparatory School, Best Academy, and Sister Academy in Minneapolis, Minnesota. Mr. Mahmoud is a long-time supporter of Direct Instruction and, in fact, delivered the keynote address at our 1998 National Conference. We are honored to welcome him back to talk about this year's theme "Creating and Sustaining Success" as well as his work on closing the achievement gap with traditionally underserved populations. And of course, Zig, who turned 80 this year and is still working every day, will

share his hard won wisdom. This year's conference is shaping up to be one of the best ever and I hope that you'll be able to attend.

Our Spring Leadership Academies are underway at six locations throughout the country. Dates and locations are listed in this issue of DI News and can be found online. We are proud to co-host the Spring Leadership Academies with McGraw-Hill and thank them for their generous support of our mission and programs. The Academies are 2-day events led by veteran DI consultant Carolyn Schneider and are sure to be a great success. You can register online or by calling us at 800-995-2464.

We strive to make ADI a better organization for you, our members. To accomplish this, we are working with the Non-Profit Leadership Institute to improve our operations, governance and management. Expect to see more changes arising from our work with the Non-Profit Leadership Institute.

At 29 years old, ADI is the longest running organization to serve the DI community. We hope that the services, training, and resources we provide are valuable to you. Thank you for your commitment to our mission. With your continued support we will be here for another 29 years. ~~ADI~~

Hispanic Students in Nebraska Post Impressive Gains with NIFDI Support

Students at Schuyler Elementary, a school in Eastern Nebraska with a large Hispanic population, have demonstrated incredible improvements in academic achievement over the past few years. In 2009-10, less than half (44%) of Schuyler's third graders met the state standards as measured by the Nebraska State Assessment (NeSA), and only three students exceeded the state standards. Last year, 2010-11, 67%, of Schuyler's third graders achieved passing scores,

with eight percent of the students exceeding the state standards.

How Does Schuyler Compare to the Rest of the State?

Students at Schuyler Elementary have made significant progress in closing the achievement gap between their performance and the average performance of schools around the state. In 2010, Schuyler's third graders scored 21 points below the state average in reading. The next year, however, third

graders at Schuyler Elementary posted scores 23 points higher, coming within two points of the statewide average score of 71. Similar results took place in fourth grade where Schuyler's students narrowed the gap between the school and the state from 26 points to 15 (see Figure 1).

How Well Did Hispanic Students Score?

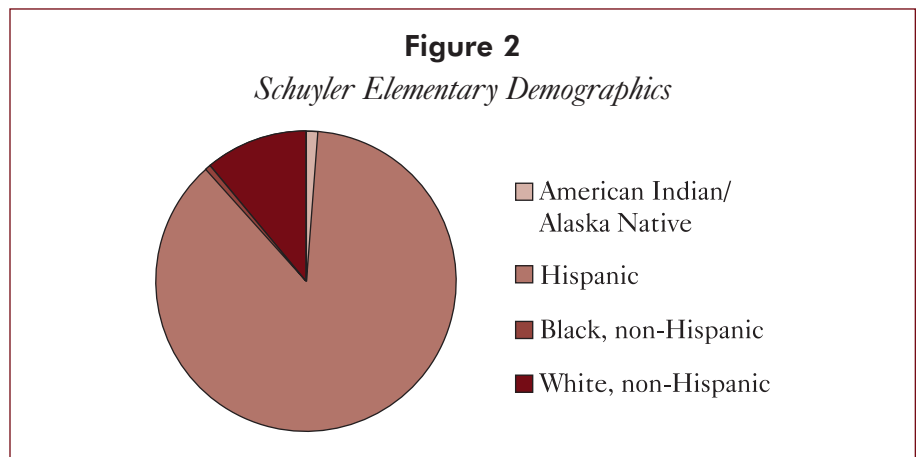
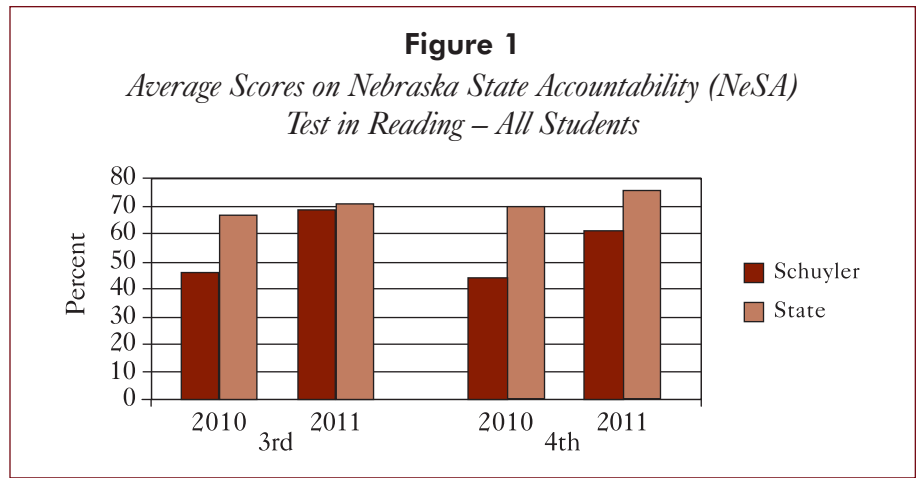
Driving these gains is the progress made by Schuyler's Hispanic students, who *comprise nearly ninety percent of the school's population* (see Figure 2). In 2009-10, a mere 39% of Schuyler's Hispanic students in 3rd grade passed the NeSA. Not a single one exceeded.

Last year, in 2010-11, 57% of third grade Hispanic students met and eight percent exceeded the standards, totaling 65% of the school's Hispanic population in third grade meeting or exceeding the rigorous state assessment goals (see Figure 3).

How Has Schuyler Achieved Such Positive Results?

In 2008-09, Schuyler Elementary began implementing Direct Instruction (DI) with support from the National Institute for Direct Instruction (NIFDI). Bill Comley, co-principal at Schuyler Elementary, attributes the school's success primarily to the professional development and coaching support provided by NIFDI. "The professional development and on-site support NIFDI provides is critical in preparing teachers to teach our students effectively and implement the program with fidelity," Comley says. "Their staff knows the ins and outs of the program and ensures we learn them, too, so that our students can experience the greatest success possible."

Darli Jo Vrba, Comley's co-principal, also noted one particularly relevant



The schools and organizations listed below are institutional members of the Association for Direct Instruction. We appreciate their continued support of quality education for students.

American Horse School
Allen, SD

American Preparatory Academy
Draper, UT

Awsaj Institute for Education
Qatar

Baltimore Curriculum Project Inc.
Baltimore, MD

Bear River Charter School
Logan, UT

Cape York Aboriginal Australian Academy
Cairns, Australia

City Springs School
Baltimore, MD

Clarendon School District District Two
Manning, SC

David Douglas Arthur Academy
Portland, OR

Dreamcatcher Direct Instruction Centers
Berthoud, CO

Educational Resources Inc.
Ocala, FL

Foundations for the Future Charter Academy
Calgary, AB

Gering Public Schools
Gering, NE

Gresham Arthur Academy
Gresham, OR

Hinckley - Finlayson School District
Hinckley, MN

Keystone AEA Instructional Services
Elkader, IA

Mescalero Apache School
Mescalero, NM

Morningside Academy
Seattle, WA

The National Institute for Direct Instruction
Eugene, OR

Portland Arthur Academy
Portland, OR

Ramah Navajo School Board
Pine Hill, NM

Reynolds Arthur Academy
Troutdale, OR

San Carlos USD #20
San Carlos, AZ

Santee Community School
Niobrara, NE

St. Helens Arthur Academy
St. Helens, OR

USD #428
Great Bend, KS

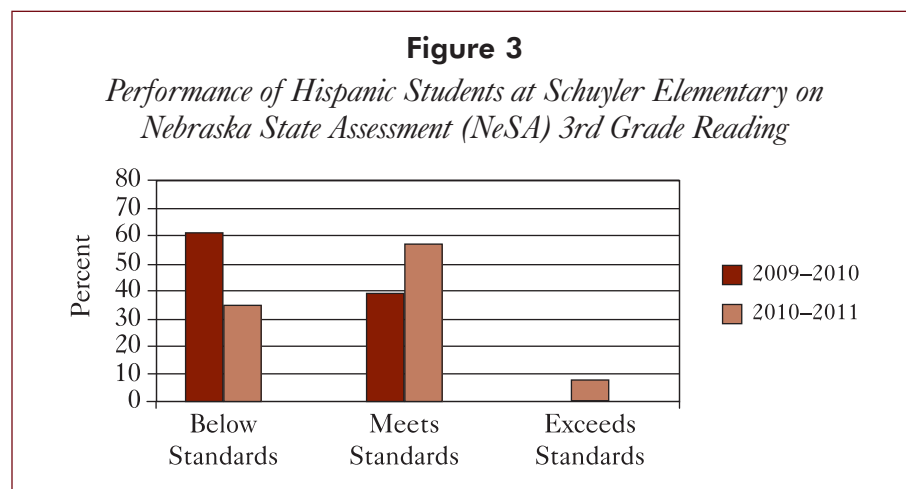
Woodburn Arthur Academy
Woodburn, OR

element of the program itself – the language component. Principal Vrba explained that providing the students with an introduction and practice in essential language skills was vital to students’ success in school. “It helps students to hear and understand what language should actually sound like versus the language they hear on the street,” she says. “It gives children the tools to learn, not just the ability to speak. They were already able to speak independently quite well.”

Principal Comley also attributed students’ impressive improvement to the weekly data analysis and problem-solving sessions with NIFDI. Each week, student performance data in the Reading Mastery curriculum is reviewed by NIFDI consultants. Based on the data, the consultants, along with school staff, make changes in the students’ instructional programming including advancing students in the curriculum and/or providing additional support to students who need assistance in mastering the skills. This unique feature of NIFDI support is vital to a successful implementation of DI.

Ms. Vrba shared her co-administrator’s sentiments and added that the Coaches’ Training and conference calls provided by NIFDI has built highly skilled literacy coaches in their school. She says, “NIFDI spends a lot of time ensuring coaches are strong in the programs so they can continue the implementation when NIFDI isn’t here. This implementation wouldn’t have happened without the support of NIFDI and our teachers’ buy-in, which only came after NIFDI showed such care and enthusiasm for Direct Instruction and how it could help our students.”

The results at Schuyler are consistent with other schools with large Hispanic populations that have implemented the NIFDI model. Schools in both Crete and Gering, Nebraska have enjoyed similar results after implementing Direct Instruction with support from NIFDI. To learn more about Gering’s story of how they implemented DI successfully to improve student outcomes, view the video, *Closing the Performance Gap*, online at <http://www.nifdi.org/15/videos/91>. *ADI*



JEAN STOCKARD, Director of Research, NIFDI, and CHRISTINA COX, Public Relations and Marketing Manager, NIFDI

National Institute For Direct Instruction (NIFDI) Offers Bibliography On DI Research

The National Institute for Direct Instruction’s (NIFDI) Office of Research recently compiled an extensive bibliography on Direct Instruction’s research that is organized by the type of research design used and by publication year, with entries ranging from the early 1970s to studies as recent as 2011. Many of these works are also included in NIFDI’s online searchable research database. The bibliography is posted on NIFDI’s website at www.nifdi.org/15/di-bibliography.

The document has five major sections. The first section lists the DI programs that have been developed over the years, with separate sections for different subjects. Sections II, III, and IV focus on studies of DI’s effectiveness, categorizing the studies by the type of research design and curricular focus. Section II lists 44 studies that utilized randomized control designs, while Section III lists 301 studies that used quasi-experimental and other designs. Section IV lists the studies noted in Sections I and II by year of publica-

tion, beginning with the most recent. Studies that have been abstracted in NIFDI’s on-line searchable research base are indicated by an asterisk in this section. Section V lists a wide variety of other works related to Direct Instruction, including studies that were instrumental in the development of the programs.

This compilation of citations will be regularly updated. Because the body of research related to Direct Instruction is so large, some studies may not have been included. Researchers who know of other studies that should be added, including unpublished manuscripts such as dissertations and thesis projects, are asked to send their ideas to the NIFDI research office at research@nifdi.org. *ADI*

Success Stories

Avoyelles Public Charter School

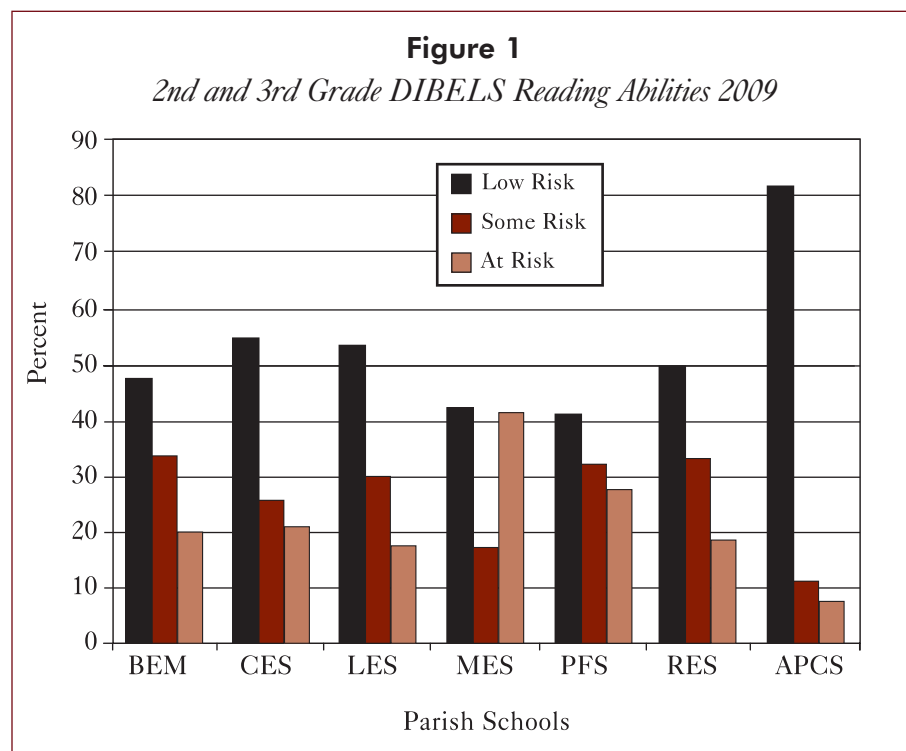
Mansura, Louisiana

"I wanted a school where children could learn...where children could be happy and when visitors walk in the door they know what our mission is here." These words describe the five-year dream of Julie Durand, founder of Avoyelles Public Charter School in Mansura, Louisiana. And in 2000 after extensive preparation, APCS opened its doors and began its first year of operation. With 250 students in K-4, a new staff, and a brand new building, the vision had become a reality. Each year, a new section of classes was added and today, ten years later, the school consists of a complete K-12 population of 685 students housed on a mini campus style complex of four separate facilities. The campus now includes not only the original building housing elementary – middle school, but a new high school facility, a fine arts complex with a state of the art auditorium/theater and art and music suites. The campus is complete with a new athletic complex where all physical education classes as well as sports events are conducted in the large gymnasium.

The student population comes from the many families in this rural farming parish in Louisiana. APCS is a Type II Charter School and is accountable

directly to the Board of Elementary and Secondary Education of Louisiana (BESE). The makeup of the student population is varied, with a minority population of 35%. Avoyelles was recently awarded the state's highest rating of all the charter schools in Louisiana on the state's school performance criteria (LEAP, GEE, and Attendance).

Since its beginning, Avoyelles has continued its commitment to the Direct Instruction family of programs, ongoing training and supportive supervision coupled with a data driven set of criteria for student achievement. Educational Resources, Inc. has been a proud partner for the last five years and recently awarded its Golden Apple Award for Avoyelles' outstanding academic achievement. Avoyelles Public Charter School was recently recognized by BESE as the number one charter school in the state in student achievement data. *ADI*



Providing Support for a Home School Parent

In the past six months, I have been consulting with a parent who home schools her autistic daughter using the following Direct Instruction programs: *Reading Mastery Plus*, *Connecting Math Concepts* and *Language for Learning*. These programs

are taught by a trained DI teacher, and the parent provides extra support by reteaching specific formats when the student is not at mastery.

The consulting is quite unique because the coaching is provided

through a phone consultation. The parent e-mails me specific challenges her daughter is having with a format or questions that she and the teacher have on how to teach specific formats. This email is sent to me a couple days before the scheduled phone conference and therefore allows me time to plan the responses with clear and explicit enhancement strategies that are appropriate for her daughter or les-

son examples on how to teach specific formats. If the strategies do not work after a couple weeks of implementation, the parent contacts me and we jointly modify the strategy to meet her daughter's needs.

The phone conversation is planned with an agenda that reflects the concerns and questions. By having the planned agenda, we are focused; therefore, we are able to implement many effective ERI strategies that have made a difference in the student's

progress. These are examples of some of the enhancement strategies that have been used: story reading fluency steps, comprehension questioning, fluency strategy for single words, vocabulary strategies, etc.

After the phone consultation, I send a clear and concise exit letter that reflects what was discussed during the phone consultation along with examples from the appropriate teacher presentation book so the teacher and parent can practice the formats with

the strategy enhancements before they teach a lesson. I also encourage the parent to email or call me with glows and with concerns.

The phone consultation has been successful because I am working with a dedicated and committed parent. With the integration of the enhancement strategies that ERI has developed, the parent is seeing a marked and measurable improvement in her daughter's acquisition and generalization of skills that will further her development. *ADI*

MARTIN KOZLOFF, University of North Carolina

Martin's Musings

Look Into the Abyss

Public education—the larvae of a parasitic wasp eating the host caterpillar (our nation) from within. In 2009, we had

1. 49.8 million students in public elementary and secondary schools
2. 3.3 million teachers
3. 13,900 public school districts containing about 99,000 public schools, including about 4,100 charter schools.

What did taxpayers fork over?

\$543 billion for the 2009-10 school year

(US Department of Education Institute for Educational Services. IES National Center for Education Statistics.)

That's a LOT of cash. What does the nation GET for it? I'll tell you.

1. Only 30% of fourth graders read at a proficient or advanced level, an even higher percentage (38%) read **below the basic level**—they barely read comic books and street signs.
2. Look at the data for subgroups—race and ethnicity. Forty percent of white and Asian students, 15% of

Latino students, and only 13% of African American students are proficient/advanced in reading in grade four (The Education Trust, 2005).

How?! By the end of fourth grade, students have had **900 hours of reading instruction!** 180 days/hours times five years. Do they all have “learning disabilities”? Of course not! Maybe they need more time. Baloney. If 900 hours isn't enough, will MORE INeffective teaching work? Later documents here tell why kids can't read—and it's got nothing to do with class size, social class, or race/ethnicity.

3. In grade four, U.S. students are ahead of students in most other countries in math, but by grades 8-12, kids in most other countries score higher than ours (The Education Trust, 2005).
4. “(A) third of entering ninth grade students will drop out of high school before attaining a diploma, and another third will graduate unprepared for college or a good job” (Alliance for Excellent Education, 2005).
5. “(A)bout half of the high school is in the nation's 35 largest cities have

severe dropout rates—often as high as 50 percent” (Alliance for Excellence in Education, 2005).

6. The rate of teacher attrition is 50% higher in poor than in wealthier schools (Guinn, 2004). Note that these schools are likely to have lower student achievement.
7. Schools with a minority population of 50% or more have twice the rate of teacher attrition as do schools with lower percentages of minority students (Guinn, 2004). Again, these schools are likely to have lower student achievement.
8. In general, the lower the student achievement in a school (measured by exam results or graduation) the higher the chances that teachers will leave (Falch & Ronning, 2005).
9. 25% of **first-year** teachers who are **unprepared** (do not know how to teach) are likely to leave. Teachers who ARE well prepared (know how to teach) are half as likely to leave (NCATE 2005).

Hmmm. We're in big trouble.

1. Jobs and companies move to countries where citizens are well-read, informed, smart, motivated and skilled.
2. Students who can't read can't learn math, science, civics, and history, either. They can't **think** logically. When **uneducated** students become **uneducated** adults, they can't make

informed and smart political and moral judgments and decisions. They are swayed by public opinion, clever politicians, and media personalities who offer utopian fantasies, bread, and circuses.

3. Will our nation remain a productive, law-abiding republic even though it has an increasingly large and uneducated class of persons (“diverse,” disadvantaged) living in segregated communities and who are dependent upon the rest of society for housing, food, medical care, and other services? Consider the words of Thomas Jefferson.

“If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.” (Letter to Charles Yancey, 1816)

“Absolute obedience presupposes ignorance in the person who obeys.” (Montesquieu, *Spirit of the Laws*. 1748)

“...each nation is reduced to nothing better than a flock of timid and industrious animals, of which the government is the shepherd.” (Alexis de Tocqueville. *Democracy in America*, Volume II. 1840, pp. 336-337)

Hey, Don't Blame Us!

Of course, big shots in public education—the education establishment—blame everyone and everything else.

1. “We need more money.” [*Sure you do. The U.S. spends more on schools than anyone else, but—in contrast to other countries—our elites spend money on worthless curriculum materials and activities, fads, and administration. How do private schools and home schoolers get better results for less money—without certified teachers?*]
2. “Disadvantaged children come to school with too little vocabulary.” [*True, but well-designed preschool and kindergarten language and reading programs can catch them up. Why aren't these used? I'll tell you. The progressive education establishment considers instruction with such programs—focused, direct, fast-paced, teacher-directed instruction—to be “developmentally in*

appropriate.” As if illiteracy IS developmentally appropriate.]

3. “Students are unmotivated. They don't want to learn.” [*Did you ever see unmotivated kindergartners? Children become unmotivated after they find out they aren't learning; that the classroom is filled with disruptions; that school is mostly about play; and that every new lesson, day, and year is as frustrating as the lesson, day, and year before.*]
4. “Classes are too large.” [*Nonsense. Ineffective instruction is ineffective no matter how small classes are. Besides countries with high achievement have larger classes.*]

A typical school?

Armed deputy sheriffs in every building; drug-sniffing dogs roam the halls; students fill in-school detention rooms because of class disruptions; students are suspended for fighting or bringing weapons to school; half the student body walks around with pants falling off and hats on sideways, or with metal-studded bellies on display, only the nerdiest (best?) students don't know how to buy drugs in the hallways.

New teachers filled with high hopes and barrels of energy soon learn that public schooling is designed and run by persons and groups who are (1) not real bright (“What idiot thought of

THIS?”), (2) joking (“They can't be serious!”), (3) or in school administration for self-advancement and because they can't teach. In a few weeks, the new teacher joins everyone else running to meetings (having “conversations”), workshops, and conferences, reflecting, evaluating, and writing assessments, inventing initiatives and reforms; developing new objectives and standards; preparing massive amounts of paperwork for future visits by certifying organizations; filling out forms and reports. It's an endless loop of activities going nowhere. After 20 years or so, veteran teachers and administrators—burned out from stress and waiting to retire—see public schooling as a nightmare, or as something imagined by Hieronymus Bosch when he was feeling gloomy.

To consumers—parents, business owners, elders in the community—public schools are simply bewildering.

“How come my kid can't read? My mother taught me to read over the summer, when I was five.”

“They want more money? For what?!”

“Why is the state retraining classroom teachers how to teach reading? Didn't they learn how in education school? Aren't teachers certified?”

“Achievement gap?! They've been yakking about that for 20 years? Either

courtesy of www.hieronymus-bosch.org



fix it or find a different line of work already!”

Consumers have no idea what all the fancy jargon means—the words in school mission statements, in parent-teacher meetings, and in their kids’ assessments. Authentic, natural, holistic, child-centered, developmentally appropriate, best practice, portfolio assessment, diversity, multiculturalism, constructivism, discovery learning, global citizen, social justice, 21st century education, life-long literacy.

Teachers have no idea, either. Here’s a little secret, the words don’t mean anything.

You may wonder how it’s possible to run a rational and effective



organization when everyone speaks complete gibberish. Well, who invents the babble—the gibberish? Answer: The elites who run the progressive education establishment. The teacher unions, the curriculum organizations, the education professors, the gurus. Their business is NOT educating children. It’s keeping themselves in power and furthering their progressive social agenda. They do this by continually reinventing:

1. Curricula. “Now you’ll teach history a NEW way.” *Right. Without history.*
2. Instructional methods. “No more phonics. Now you’ll teach kids to GUESS what words say.” *Great! Just as illiterate persons do.*
3. A stream of mandatory forms to fill out. “Here’s our new accounting system.” *To make teachers feel vulnerable and blameworthy at all times.*
4. New and improved fads recycled every 20 years with different names. “Now you’ll use brain-based instruction!” [Is there some other organ involved?] *Each fad further weakens the use of traditional methods that worked well, and further dissolves a knowledge base of rational and tested principles of instruction.]*

Elites disguise their self-serving and leftist agenda with language that is either incomprehensible or that makes leftist political objectives seem merely liberal. I mean, who can be against social justice?

Let’s end this sad introduction by saying that given the bizarre and worthless “innovations” that teachers are required to use, the multiple and conflicting jobs that schools are expected to perform (teach, babysit, manage anti-social behavior), and the political agendas (diversity, multiculturalism, environmentalism, globalism) schools are pressured to further, it’s no wonder many schools are a cross between juvenile detention centers and group psychiatric facilities rather than centers for learning and citizenship. The progressive public education elites and their followers assume that they can run increasingly expensive but ineffective schools and

districts indefinitely—as if the public will not finally see what’s going on and demand a full accounting and perhaps declare its independence from government education. Hopefully, more and more citizens are reading the words of Jefferson.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. – That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. (Declaration of Independence, paragraph 2)

Given the hard work of most teachers and school principals, and the (over)abundance of resources provided by the work and income of citizens, poor teaching is perversity, the “achievement gap” is a crime, untested “pedagogies” and fads are organized fraud, and the social institution of public education is a disgrace. But the public is not without blame.

It is therefore the inhabitants themselves who permit, or rather, bring about, their own subjection, since by ceasing to submit they would put an end to their servitude. A people enslaves itself, cuts its own throat, when, having a choice between being vassals and being free men, it deserts its liberties and takes on the yoke, gives consent to its own misery, or, rather, apparently welcomes it. [Etienne de la Boétie. *The Politics of Obedience: The Discourse of Voluntary Servitude*. 1576]

Many families like all the progressive talk about self-esteem and discovery and cooperative learning. They are ignorant of principles of effective instruction. They don't know enough history to see how 21st century global citizenship and multiculturalism mean relinquishing America's core values and criticizing America's major social institutions in favor of the values and institutions envisioned by global elites. They have ignored, tolerated, and perhaps encouraged their children's "edgy" dress, speech, drug use, sexual activities, and demand for "chill" (no ambition, no goals, no respect, no accountability). So, if we want to change public education, we need first to change ourselves.

The object of life is not to be on the side of the majority but to escape finding oneself in the ranks of the insane. [Marcus Aurelius. Medications]

"Enlighten the people generally, and tyranny and oppressions of body and mind will vanish like evil spirits at the dawn of day." [Jefferson. 1816, April 24. To Dupont de Nemours] **ADI**

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CHUCK BAXTER

Why the Response to Intervention (RTI) Process Can't Work Without an Understanding and Application of What Makes Instructional Communications Effective

(An appeal for teachers to make a stand to save the profession)

This article does not represent the opinions of ADI or the editors of the DI news. It is offered as a means to stimulate discussion.

About three years ago, as a retired psychologist with a passionate interest in playing a part in making teaching a true and moral profession grounded in a natural science, I heard about a teacher process called Response to Intervention (RTI). I learned RTI was to speed up (when needed) the remedial aspect of the student's education and at the same time slow down the expensive and labor-intensive process of labeling children exhibiting learning difficulty. It was further explained this process is to be accomplished by direct observation of the learning event

between the teacher and the student. As the teacher changes teaching approaches, according to the student's response, she will also collect data on changes in instruction. From *research based data that has been proven to be effective* (this process will be discussed later) the district compiles a data bank which will be made available to district teachers. The three stage process was described: In the first (approximately eight weeks) stage (tier I) the teacher is to initially respond to the problem of student's failure by trying various techniques (while recording ongoing data) she has acquired. The second stage (tier II) is pretty much made up of the same, only with a grade level team and an RTI specialist being more directly involved in service to targeted students. The team and the RTI specialist acts as a consulting group sug-

gesting other sets of interventions (the RTI specialist may at this tier level provide additional direct service to the targeted students). And of course more data collecting is a big part of the process. If failure continues, the third stage (tier III) is instituted. At this stage additional specialists might become involved in providing more intensive service to the targeted students, with more data collecting for the database research center. It is assumed that over a period of time the computerized data will roll out the most effective interventions according to the student's particular learning style and problem.

This process has not been standardized. The operation of the three stage (tier) analysis of the RTI learning event process not only varies throughout the United States, but varies dramatically from building to building within almost any school district. I am not implying that educators are not taking their job seriously, and are not doing everything they know how to do in attempting to reform an ineffective and expensive remedial process. No educator can be blamed for this continued jargonistic process of RTI reform. So if it is not people that are preventing an effective teaching process from

emerging, where is blame to be placed? What is it that *prevents* teachers from becoming working professionals who are masters at what they do? What prevents them from using a linguistic reasoning process grounded in science to effectively teach all students to a given standard or higher? These questions will be answered by discussing three major dysfunctional components of the RTI paradigm:

- I. The Language Spoken by Educators Is Rooted In A Belief System, Not Science
- II. The RTI Paradigm and Process That Only Responds To Symptoms And Does Not Allow For Recognition of Cause Of Student Failure
- III. RTI Is Grounded In An Illogical Thinking Process Preventing The Development Of An Effective Instructional Communications Process

I. The Language Spoken by Educators Is Rooted in a Belief System, Not Science

Psychology is the public language of any institutional system, including public education. Psychology may be based on doctrine, or it may be based on science. The choice of a psychology for any system determines the thinking/reasoning patterns of that system. When one chooses a public language based on doctrine, reasoning is enclosed within that which the system believes in advance. If one chooses a public language based on science, reasoning is based on evidence. The public language of a doctrinaire system searches for evidence to support the doctrine. The public language that is based on science searches for the truth of what works based on evidence. Psychologies that are grounded in a belief system first develop a full blown theory and then search for the evidence to support the theory. Psychologies that are grounded in science first observe the evidence and then develop hypothesis and theory.

Generally the field of western psychology is rooted in belief systems because the psycholinguistics of these systems

do not discriminate between a constructed abstraction that represents an event and the live event or happening itself. So, what is a psychological construct? In an article published in the *Psychological Record* on events and constructs, Noel Smith (2007) describes a construction, or construct, as something that is constructed rather than an observed event. It is an invention, an abstraction, a contrivance. In fact, anything that is not the original event is a construct: a theory, a hypothesis, a principle, a mathematical formula, a diagram, a measurement. Even a description of an event is a construct, for it is not the thing that it describes. Both pseudo-science and science make use of constructs. It is how constructs are used that makes the difference. When the investigator imposes a developed construct or label, such as dyslexia, specific learning disability, auditory memory deficit, etc., on a person implying cause, independent of the particulars of a specific unique event with time space coordinates, he is practicing pseudo-science. On the other hand, when the investigator develops a construct describing the particulars of a live event observed, absent of the description implying cause (i.e. Mary *overgeneralized* when she read the word *nap* as *pan*), he is practicing basic principles of science. Unfortunately, educational systems use a psychological language that presents itself as a science, but in fact has its foundations deeply rooted in a belief system. When a psychological language is used that does not make this distinction, all reality in regard to the cause or explanation of the event is lost. So, what is a psychological event rooted in science?

From a scientific perspective the place of a psychological event is not in the organism, not in the object, but in the relationship between the two. It is a unique and concrete happening within a specific time frame, an observable interaction between the subject of focus and the thing being interacted with. When individuals participate in any event, they are interacting with something. Even when people are seeing, thinking, or imagining, they are seeing, thinking, imagining something. In school, teaching/learning the

primary psychological event of focus is the interactive communication between the teacher and the student. In any specific event the student is interacting simultaneously with the teacher and the thing or concept being taught. For example, in the circumstance of a specific lesson in reading instruction the teacher (while pointing to the letter "m") says, "What sound?" The students (while looking where the teacher is pointing) say, "mmmmmm". From a scientific perspective, when the student errs, the explanation for the error is always found within the interactive event between the teacher and the student. When the teacher is trained to analyze the teacher student learning event, they will be empowered to find the true cause of all learner failure. Until then they are being set up to take the fall for a dysfunctional psycholinguistic teaching system.

II. The RTI Paradigm and Process That Only Responds to Symptoms and Does Not Allow for Recognition of Cause of Student Failure

The RTI process reminds me of this major auto company that made automobiles with square wheels. It was a beautiful vehicle but there was a major problem. Many children, not all children, were continually falling out of their seat while attempting to ride in this bumpy square wheeled vehicle. Some children were frequently falling out of their seat and getting seriously hurt when riding in this beautiful but bumpy riding square wheeled vehicle. So many children were seriously hurt in these square wheeled vehicles insurance companies started to demand legislation that would require the motor vehicle department to periodically review and evaluate the driving skills of the drivers of those square wheeled cars in which the children were seriously hurt. Drivers were now expected to modify their driving according to the way children were falling. The Motor Vehicle Bureau hired personnel to collect data of the modified driving skills that would hopefully help in fewer children falling and getting seriously hurt. Over a period of time, with absolutely no attention to the effect of square

wheels in the smoothness of the ride, the licenses would be revoked of those drivers who failed to modify their driving to avoid serious injury. The auto manufactures had already assumed cause (children have varying innate or learned skill in knowing how to ride and not fall out of the seat). So, for efficiency's sake, cause is simply assumed and bypassed to the process of collecting and applying more effectively perceived driving skills.

RTI, similar to the auto company, is also a corrective process absent of an analytic process that makes it possible for the teacher to connect the student's learning failure to the explanation for why some children are seriously failing. To make the analogy clear, from an authentic scientific perspective, the *instructional communications* of the school programs teachers are *required* to use *is the causal-square-wheeled-vehicle*. But it is the teacher (the driver) who is being evaluated according to how many children are falling out of their learning seat. The data collectors, instead of collecting driving skill remedies data, are collecting teaching remedies unconnected to cause of learning failure. Both data collections have little connection to why children are failing.

The problem begins at the point of RTI intervention when the student's error rate stands out relative to the error rate of other children in the classroom. At this point there is no consideration of a cardinal rule of cause, cause being the antecedent of any behavioral interaction. Educational systems generally function similar to the surgical systems of over a hundred years ago which refused to acknowledge the reason patients were dying from infection in the operating room was because of the unsterilized surgical tools.

We as educators are so deeply entrenched in a belief system (replete with abstracted causal labels) that assumes cause that it prevents the educator from acknowledging any process that would seek the primary cause of learner failure. Such a system that is so irrationally committed to a psycholinguistic language is literally

disabled from any possibility of a rational thinking, a working process that can constructively seek truth. Consequently, it is the instructional programs (the linguistic tools of teaching) chosen by administrators and in some cases by state educational departments that teachers are required to use that are the primary cause of student failure. When the student fails because of the use of these required teaching tools it is not the teaching tools that are blamed but the teacher who is required to use these tools that is now victimized. Is this not a case of killing the messenger?

In the following I will give two examples. 1. Example #1, from a psycholinguistic perspective grounded in doctrinaire-based theory (DBT), of how one is literally prevented from perceiving the true cause of a student's inattentive behavior aside from a closed minded presumption that he is ADHD (case closed). And then, following Example #1, 2. I will describe in Example #2 the same happening from the perspective of a psycholinguistic process grounded in evidence based theory (EBT).

1. Example #1. A happening described from a belief that human behavior can be explained by causal-abstraction:

Billy, who has been identified ADHD (a causal-abstraction), was seen as being distracted in his reading lesson in the morning, and again in his math lesson in the afternoon. The cause of Billy's distractibility in DBT language is ...he has been diagnosed ADHD. End of causal-story.

Now, let us review in Example #2, these same two events (the reading and math lessons) from the EBT linguistic perspective: Where cause is to found within the interactive communications between the teacher and the student.

2. Example # 2. The same happening as in Example # 1, but free from all perceived causal-abstractions, where cause is presumed to be found within the inter-activity of the specific happening.

Event segment = The reading lesson: The teacher was describing to Billy's reading group the difference between the short "e" sound and the short "a" sound. As the teacher was showing the difference between these two similar but different sounds, Billy noticed that everyone else seemed to hear the difference, but he did not notice the difference. At that moment of his confusion he felt in his pocket the new toy car that he received from Santa two days before. He was sensing how nice that car was feeling in his hand when his teacher said, "Billy, are you paying attention?"

Event segment = The math lesson: On the first day of teaching the new concept, multiplication, the teacher said, "Today we are going to learn about multiplication and how in some way it is the same as addition, which we all know how to do." Now Billy did know how to do addition, but this word "multiplication" sounded pretty complicated and hard to learn. He was worried that he would, once again, not get it and appear stupid. But surprisingly, when the teacher explained how addition and multiplication were the same, Billy got it! Then the teacher wrote on the board "5x2=____", and said, "Who would like to be first to try to solve this problem?" Billy, in his excitement, said, "I do!" But the teacher instead of being impressed by how quick and smart Billy was, said in a strict voice, "How many times have I told you, Billy, to raise your hand?" The teacher then called on Mary, who was always good at raising her hand before speaking. At that moment Billy, again, felt that nice new car in his pocket. He closed his eyes and wondered how long it was to recess? He was suddenly brought back to earth by the teacher's voice, "Billy! Are you paying attention?"

From an EBT perspective, in the reading event, Billy was first *confused* and then at that moment of confusion attracted to something more meaningful and interesting to him, his toy car. The well trained teacher knows when teaching two similar but different con-

cepts (i.e. “short “a” and short “e” sound) too close together some students are apt to become confused. Note: to *prevent* similar but different concept confusion, teach all similar but different concepts (i.e. short “a” and “e”) far apart and show difference.

In the math event, Billy was first feeling really smart about being one of the first students to get the concept. But his teacher gave no recognition of smartness. In fact she chastised him for blurting out. At that moment of being criticized and being shown up by Mary, Billy again felt better about feeling that shiny car he had in his pocket. The ownership of that shiny car made Billy feel smart because he knew that John, his best friend, liked the very same car that Billy held onto so tightly.

From an EBT perspective, in the math event, Billy made a non-compliant response at that moment of being perceived as non-compliant by feeling his toy in his pocket, which was understandably more reinforcing than his teacher’s negative response to his success. Research has shown that *even* the *most encouraging* teachers acknowledge successful behavior on a 1 to 3 ratio (3 corrections for every single acknowledgement of success) in relation to corrective behavior feedback. However, research has informed us if teachers do not acknowledge successful behavior on a 3 to 1 ratio (3 acknowledgments of success for every single correction) in relation to corrective behavior feedback, some students in the classroom will exhibit non-complaint behavior in some form or another.

From a DBT perspective, Billy is ADHD. The reason that he was distracted in reading and in math is because he has been stricken with ADHD. That judgment is quick, efficient, and false, as are other judgments from causal-abstractions compressed into labels.

For too many years the presumption of school failure has remained unchanged; explanation of school-learning-failure is caused by some type of causal-labeled brain deficiency within the learner, an abstracted deficient environmental history, or a com-

bination of both. With the implementation of the RTI process the presumption of cause remains unchanged without considered need for reform. But what has changed by the RTI process is the position of blame. Now, the position of blame for not learning has shifted from the learner to the classroom teacher. RTI is more of a remedy juggling, teacher blaming, and data collecting (by feature) process than a serious search for why the student is making errors in learning. Furthermore, the success of alternative teaching strategies is becoming a major component of teacher accountability. With many school districts across this nation improved-student-learning-teacher-accountability has become part of the yearly teacher evaluation process.

The classroom teacher is now expected to smooth out the learning ride of the student without any discussion of changing the required dogmatically believed-in *square-wheeled teaching vehicle*, immobilizing the teacher from effectively teaching from a legitimate scientific process. It is truly a sad day for the dedicated teacher who really cares about the search for truth.

III. RTI Is Grounded in an Illogical Thinking Process Preventing the Development of an Effective Instructional Communications Process

Throughout all RTI stages, instructional modification occurs in response to student failure. In addition to this process there is pressure on the classroom teacher to collect two forms of data. The first form is a collection of data on student progress. This data is later used as part (up to 40%) of the teacher’s evaluation. The second form of data collection is frequently referred to as research based data: *a pool of instructional activities the teacher is geared to believe as instructional activity proven to be effective instruction*. The first process of data collection comes with serious problems, which I will address later in this paper. It is the second process of data collec-

tion process I’m referring to as illogical, and in the following I will elaborate.

The central problem is how description of an event (i.e. describing instruction as effective) by a feature or its features (i.e. phonics activity or lowered pupil-teacher ratio in the classroom) is used in identifying that

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event. *The problem is what is logically possible from descriptions of events.* The starting point in discussing any event is the number of features the event has. It's difficult to estimate the number of events that could be abstracted as descriptions for what occurred. Each teaching session has thousands of features. So if we consider the possible relationships between these features plus the relationship between the features of the relevant preceding events or those events that occur at the same time as some feature influencing the student's performance, there would be at least a thousand possibilities.

Some examples of this spurious thinking in attempting to identify any event by its features are demonstrated when collecting so-called "research based data" by feature:

The following is known to be true from scientific based evidence:

1. Research proven: If the reading instruction is effective it has phonemic awareness activity.

So, if the teacher has phonemic awareness activity (a feature) as part of her reading instruction does this make for effective reading instruction? The data collecting educator unfortunately concludes "yes". Therefore, phonemic awareness activity is thrown into the data collection process. While some may conclude that the logical answer is "yes" to the above, this example of spurious thinking may be demonstrated via some examples through the following syllogisms:

Syllogism # 1: If it's a normal baby girl, the baby has two legs. The normal baby has two legs. Is it a girl? The data collecting educator would probably say with assurance "yes" by the process of identifying the event by feature or features (two legs).

Syllogism # 2: If the dog is a Dalmatian it has spots. The dog has spots. Is it a Dalmatian? Again, the data collector would probably conclude "yes." However we may logically conclude from the following questions from the above syllogisms: If it is a normal baby girl does she have two legs? Or, if it is a

Dalmatian does it have spots? To both of these questions we may say with assurance "Yes." But to the questions, if the normal baby has two legs is it a baby girl? Or, if the dog has spots is it a Dalmatian? The logical answer from the information we have is: *I don't know.* Yet, see what Bill Gates reasoned from the following proven research on pupil teacher ratio in the classroom:

Research proven: In all most effective instruction the pupil-teacher-ratio (PTR) has been lowered.

So, if the PTR has been lowered in Mrs. X's class is Mrs. X's instruction most effective? The data collecting educator probably concludes "yes." What is known from research about effective instruction and PTR is the following: To the question, if instruction is most effective has the PTR been lowered? The reasonable answer is "yes." But to the question, if the PTR has been lowered (a feature of effective instruction) is the instruction most effective? The reasonable answer is *not "yes" or "no."* The reasonable answer is "*I don't know.*" Yet, Bill Gates said "No!" In an article written for the *New York Times* he stated the following: "We have spent millions of dollars lowering the PTR in our classrooms and instruction is still not getting better." So, this is what he proposed: "Lower the PTR of the less effective teacher, raise the PTR of the more effective teacher, and pay the more effective teacher more." From what we know based on solid evidence we can expect the following scenario from Gates proposal: Lowering the PTR will have no effect on improving instruction where it is already ineffective and increasing the PTR in those effective instructional situations will make the effective teacher less effective, no matter how much one pays her. Consequently, the only instructional change resulting from Gates' proposal will be making the effective teacher less effective. Obviously, Bill was not taught in third grade to say *I don't know* when he does not have enough information to make a decision.

From a scientific perspective, there are two major points to be made regarding logical decision making:

1. Logical thinking is not about what is true; it is about when one has enough information to form a working truth.
2. One may not logically identify an event (i.e. effective instruction) by its features. From a logical scientific perspective there are two major ways assessment can contribute to the most effective instructional process: I. Program-Specific Assessment and II. Outcomes/Performance Assessment:

I. Program-specific Assessment:

Of this type of assessment, direct-instructionally-integrated assessment is the most effective method in improving the instruction of choice. The major features of direct instructionally-integrated assessment are as follows: (a) assessment occurs frequently and in the course of instruction according to specific mistake type made by the student and (b) the intent of all assessment is to make frequent modifications to the programmed presentation process as a means of improving on-going instruction. In short, direct-assessment of an instructional program is inextricably tied to the program. For example, if one were teaching beginning reading using an approach based predominantly upon sight words, the appropriate assessment for improving the instruction would measure the acquisition of sight words. It isn't that a phonics-based assessment would be "unfair" in this instance. Rather, it would be inapplicable. Measuring phonics knowledge couldn't possibly contribute to the improved implementation of a sight-word program. There are *a priori* assumptions underlying program-specific-assessment. First, it is assumed the instructional program is the best of choices. Otherwise, the parties would not be using it. And even under the best of choices of programs all student errors are still caused by specific flaws in the

instructional communications. *Program-based content assessment is not designed to establish or refute either of these assumptions; it is designed to improve the implementation of the instruction already assumed to be the most effective.*

2. Performance Assessment. (Outcomes assessment is of two subtypes:)
- (a) Subtype A: The intention of subtype A assessment is to determine *whether* students arrive at certain outcomes, rather than *how* they got there.
 - (b) Subtype B is a process of local-outcomes-control/experimental group study. The intention of subtype B-local-control-group-study is to determine, between at least two programs of study, which program delivers the most effective outcomes. All outcomes/performance instructionally-neutral assessments (for example in reading) meas-

ures neither phonics nor sight-word knowledge, since those are approaches to instruction. Rather, an instructionally-neutral assessment simply assesses the student's ability to read, regardless of how that ability was acquired.

To review, RTI is an illogical thinking process by practicing the impossible: attempting to identify effective instruction by feature. Furthermore, the assessment process is faulty because assessing the student's progress to evaluate the teacher's performance is a process of killing the messenger rather than addressing the cause of the student's failure to succeed. A major difference between the two assessments, A. The RTI assessment process. And B. (1) The program-specific and (2) outcomes/performance assessments, is as follows: RTI assessment tests the student's progress to evaluate the teacher's ability to effectively teach. The program-specific and the outcomes/performance assessment process evaluates the instructional pro-

grams effectiveness to teach all students to a given standard or higher.

The Process of Student Testing and Teacher Evaluation in Our Schools Exposed

The cold truth is school systems are made up of essentially dedicated teachers working in naively irresponsible school systems where student testing and teacher evaluations test and evaluate something quite different than educators think they are testing and evaluating.

There are two forms of student testing: local program or subject testing and standardized achievement testing. Because of the teaching circumstances regarding how schools operate, both forms only test the student's capability to teach him or herself.

Student Local Testing Process

The truth is the typical classroom teacher has seldom been formally trained to teach, but to only facilitate learning. As a facilitator the teacher typically presents a concept with some

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explanation about what the concept is followed by seat work and/or homework whereby the student practices teaching him or herself to solve various presented problems related to the concept being covered. Student practice in problem solving is typically corrected by the teacher.

In most instances there is end-of-unit testing. But the testing process, in all forms, is consistently the same, where the student is tested in his or her capability to teach him or herself. According to the school language used in student learning, it is the teacher's responsibility, as a facilitator, to present learning in an organized, enriched, safe, environment, but it is up to the student to take responsibility for his or her own learning.

Standard Achievement Testing (SAT) Process

There is little or no difference between what the SAT tests and what local student tests test, with one possible exception. In addition to testing the student's ability to teach him or herself, the SAT probably tests the student's ability to take standardized tests.

The Teacher Evaluation Process

Until recently, teachers were evaluated by some district process indicating their level of dedication in providing their students, in a well organized enriched environment, an equal oppor-

tunity to teach themselves according to their own individual learning style. They were and also still are usually evaluated on their rapport with their students and staff, their organization and understanding of the material covered, but the actual responsibility of learning remained with the student.

Now, in addition to the traditional particulars of teacher evaluation there has been an addendum to the process of teacher evaluation; with the newly instituted RTI process, when the student continues to fail to teach him or herself, the teacher ultimately becomes accountable for the student's failure. Consequently, because there is no visible process in the teaching paradigm for revealing the real cause of student failure the teacher is left with no other option but to struggle with varied presentations in hope of striking upon one where the struggling student is able to teach him or herself.

Today, out of mere frustration, educational systems have turned on their own. Out of simple respect for the profession, this must end. And out of concern for failing students and their teachers, this blaming game must stop. It is time for teachers to organize in demand of the construction of a teaching paradigm that trains the teacher to be empowered to effectively teach. To date, the S. Engelmann Direct Instructional paradigm has best met the scientific scrutiny of being the most effective instructional communi-

cation available in teaching all children to a given standard or higher independent of their speed for learning.

This paper is a call for teachers to organize and make a stand. Encourage your local teacher's union to form a committee to constructively approach this problem from an EBT perspective. Organize building discussions; discuss how to make the RTI process effective. Start the process on a positive note. For example, one big plus about the RTI process is the assumption that change begins through the study of the instructional communication between the teacher and the student. The teaching profession is at a crossroads. Will teaching continue to be just a job where the teacher is ordered to use the system's dysfunctional linguistic tools? Or will teaching become a profession where through skilled training the teacher is in command and empowered, by an effective use of an EBT linguistic process, to teach all students to a given standard or higher? *ADI*

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- Chuck Baxter is currently a self-employed psychologist, retired after 30 years with the Ithaca City School District (New York), although he prefers to think of it as an emancipation.*

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Three-Tier Reading and the NIFDI Model

In summary, the 3-tier model (University of Texas System/Texas Education Agency, 2005) is a way of thinking about instruction that emphasizes ongoing data collection and immediate intervention for students who need it. It is intended to include any research-based program that already incorpo-

rates additional intervention. It is not intended to suggest that schools make changes in the way that successful research-based programs are implemented. When a program has independent evidence of effectiveness, the 3-tier model may guide thinking about providing interventions, but it is appropriate for

the program implementation to be based on the way the research has shown it to work best.

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Originally written for National Institute for Direct Instruction

http://www.texasreading.org/utcr/la/materials/3tier_letter.asp

The above quote from Dr. Sharon Vaughn, generally considered to be the leading expert on the Three-Tier Reading Framework, clearly states that the key to effective reading instruction is to use a research-based program, collect data on learning and immediately intervene to help students who need it. The Three-Tier model is a framework for insuring that data is used to meet instructional needs of students in reading, and that students who need more assistance get it as soon as possible. The model used by the National Institute for Direct Instruction (NIFDI) does exactly what the Three-Tier model intends should happen in schools.

Closely allied with the Three-Tier model is an innovative approach to identification of students with learning disabilities called Response-To-Intervention, or RTI. The notion of RTI is that given a research-based curriculum and appropriate instruction, students who fail to master the material thereby demonstrate a learning disability and should qualify for special education services⁴. In the Three-Tier model, students receiving special education services are in the third or most intensive tier, and should receive a strong intervention reading program with more intensive instructional delivery. The beauty of the RTI approach is that appropriate services can be more quickly and more appropriately provided without the traditionally lengthy processes of special education eligibility determination. The point of the combination of Three-Tier and RTI models is that student performance data is used to decide which students need more help and to get them appropriate help quickly. A key point of RTI, often overlooked, is that when a teacher fails to provide good instruction, the remedy is to help the teacher, rather than to label the student. More than most Three-Tier models, a NIFDI implementation has in place a procedure to assist teachers to improve their teaching skills as a way to help students learn to read rather than to simply identify them as disabled.

Within the NIFDI model, data is constantly collected on the progress of groups through the curriculum and on individual student mastery of tests and exercises. Student success is evaluated against two NIFDI expectations. First, we expect that all students are to achieve at mastery all the material being taught. Second, we expect that all students will make at least a year's progress (complete a year's worth of curriculum at mastery) during a school year—and greater if the student is below grade level and attempting to catch up. The mastery expectation is monitored through performance on embedded mastery tests. The progress objective is monitored through lesson progress charts which document the number of lessons completed each week. The individual student data on both mastery and lesson progress for each child in every group in all classrooms is reviewed each week by experienced NIFDI consultants.

These data review meetings are often conducted via a conference call. Together with the principal and building coordinator, the NIFDI consultant(s) immediately prescribe interventions for any students or groups that are not achieving at or above the level expected. An observation may be made to determine if there is a teaching weakness, and if so, appropriate in-service training is provided. If the observation shows that the instructional group as a whole is not at mastery, then an intervention for the whole group is recommended. If the problem is limited to only one or two students then interventions are tried with those students. It is important to note that interventions are not prescribed for a set percentage of students based on students falling, for example, into the bottom 20% of the scores. Instead, interventions are prescribed for everyone who is not meeting the expectations.

NIFDI consultants recommend and employ a wide range of interventions. At one end of the spectrum a consultant might recommend making minor adjustments in instruction, such as giving a struggling student preferential seating or more individual turns.

A middle level recommendation might be to add additional activities to lessons, such as paired reading or to orally discuss comprehension questions before assigning them in writing. After other measures have been tried, NIFDI staff may recommend changing a struggling student or students to another smaller group or one at a lower level. The intensity of the intervention depends upon the needs of the student and their response to the intervention.

It is important to understand that these decisions are an integral part of a systematic process of going through the school's data. Every group in every classroom is monitored. When the data suggest the need for a remedy, then it happens. To ensure a systematic approach, all of NIFDI's recommended remedies are tracked each week on a Conference Call Summary sheet until the issue is resolved. If the intervention does not show improvement the following week, then a more intensive intervention is prescribed.

It is clear then that the processes of a NIFDI implementation are remarkably consistent with the processes that the Three-Tier reading model are designed to promote. The Three-Tier model "...is a prevention model that is aimed at catching students early—*before* they fall behind—and providing the supports they need..."ⁱⁱⁱ Data is collected on student success frequently. Student achievement problems are quickly identified. Interventions of increasing intensity are applied until student success is achieved.

To what extent does a NIFDI implementation resemble the Three-Tier model from the point of view of individual students? The model states that,

"A small percentage of students who have received Tier II intervention continue to show marked difficulty in acquiring reading skills. These students require instruction that is more explicit, more intensive, and specifically designed to meet their individual needs."ⁱⁱⁱ

So do students with exceptional needs (whose lack of response to intervention indicates they have such needs) get more assistance in the NIFDI model and get it more intensively than other students? Absolutely.

In the NIFDI model, the constant evaluation and adjustments quickly sift the students with more exceptional needs (based on their RTI) into the smallest and lowest age and skill appropriate groups. The requirements of mastery promoted in the model means that these smaller groups get more intensive instruction for more time each day until they are successful. Such a group, which would be below grade level, would be sure to receive a second reading period each day to provide more instruction and enable them to catch up.

It is not unusual for the lowest groups in a NIFDI implementation to contain as few as three or four students, often all having IEPs, who receive two or more hours of intensive reading instruction each day. These students, who in the Three-Tier model would be part of the most intensive third tier, still have their data tracked every week by the whole school team. Should the data from any of those students suddenly show a breakthrough, the student could be moved up to a higher group without a wrenching change in instructional program. In the meantime, the students have exactly the same kind of reading instruction that would be provided in a Three-Tier model.

How about students who would fall into the second tier? The model states,

“For some students, focused instruction within the regular classroom setting is not enough. To get back on track, these students require intervention in addition to the time allotted for core reading instruction.”^{iv}

How does the NIFDI model provide for them? Again, it is important to remember that the NIFDI data review procedures require the team to prescribe remedies to any and all students who are not making the success we

want for all students. Students who would be in the second tier would be receiving a second reading period each afternoon. Each daily DI lesson has built into it many little tests of mastery—known as part firming and individual turns. Teachers learn that, as a routine part of DI teaching procedures, students must repeat exercises in the lesson where they do not demonstrate mastery. So a group with more at-risk students would have more repetitions (if they needed them) and would not complete lessons at the same rate as students who do not need additional repetition.

Because the NIFDI model has everyone teach reading at the same time, it is possible to place students in groups based on their learning rate as well as their instructional level. Students who can handle a faster rate will be moved to groups that are moving faster. Conversely, students who cannot absorb the material without more repetition in their instruction will be moved to groups that provide more repetitions.

In addition, a group that would qualify to be in Tier Two would also be assigned some additional intervention, such as an additional reading of the story—to build up decoding accuracy, or paired reading—to build up reading fluency, or oral preview of workbook questions—to build up comprehension strategies. These would be assigned as needed, based on student achievement data. These additional interventions are essentially enhancements of the basic curriculum, designed to give the students who need them additional practice, ensuring their successful progress through the curriculum. So this is exactly like the second tier of the Three-Tier model. Of course, it is better for the students to be assigned these kinds of interventions based on data showing their specific reading issues, as NIFDI does, than simply be assigned a set of interventions as a result of being labeled Tier Two.

Wouldn't a NIFDI implementation hold back the Tier One type students who can progress faster? Doesn't the DI curriculum simply provide remedial

lessons to everyone? Certainly, it does not. Students are placed based upon curriculum-based assessments, and so are put at the highest level at which they will be able to demonstrate mastery. As data is collected and acted upon, groups begin to sift out the students who cannot handle a faster pace. Conversely, groups of students emerge who can move faster. They are put onto “fast cycle” or schedules of skipping lessons so as to accelerate their progress through the curriculum. These Tier-One type groups will not need special interventions or additional work to achieve mastery and will be able to consequently move faster through lessons. Therefore these students will be able to maximize their gains also.

In summary, the NIFDI implementation model provides precisely those services that are recommended as part of the Three-Tier model. Student data is collected and analyzed frequently. Students who need additional assistance are identified as a result of the data. Interventions are assigned to provide the support needed by the students to be able to meet expectations. A variety of interventions are used, and the intensity is commensurate with and based upon the needs of the student. There is no better way to implement the Three-Tier model. And as noted by the President of the IRA, it is a serious misunderstanding of the Three-Tier model to think that it is a good idea to have “different commercial instructional packages for each tier.”^v *ADI*

ⁱ Vaughn, S., & Fuchs, L. S. (2003). Redefining learning disabilities as inadequate response to instruction: The promise and potential problems. *Learning Disabilities Research & Practice, 18*, 137–146.

ⁱⁱ Vaughn Gross Center for Reading & Language Arts. (2005). *Introduction to the 3-tier reading model: Reducing reading disabilities for kindergarten through third grade students* (4th ed.). Austin, TX: The University of Texas System/Texas Education Agency p. 9.

ⁱⁱⁱ Ibid. p. 10

^{iv} Ibid. p. 10

^v Allington, R. L. (2006). Research and the three tier model. *Reading Today, 23*(5), p. 20.

Intensifying Reading Instruction for Students Within a Three-Tier Model: Standard Protocol and Problem Solving Approaches Within a Response-to-Intervention (RTI) System

Abstract: Response to Intervention (RTI) provides a challenge for schools to deliver appropriate and scientifically validated reading instruction to all students through a three-tier model. While many educators recognize the need for a strong core-reading program (Tier 1), interventions for Tier 2 and Tier 3 students remain more difficult to implement. We provide a clear example of how one empirically supported program was implemented within a three-tier model for K-3 students. Our example highlights the efficiency and effectiveness of a standard-protocol approach with problem solving. Effect sizes for K-2 students across the three tiers ranged from .50 to 3.96 on Dynamic Indicators of Basic Early Literacy Skills (DIBELS) measures; effect size improvements on the Scholastic Reading Inventory (SRI) ranged from .72 to 3.37 for third-grade students.

Keywords: Reading, Three-Tier Model, Response to Intervention

The newly reauthorized Individuals with Disabilities Education Improvement Act (IDEA) 2004 offers K-12 educators the opportunity to rethink how services are provided to all students. This legislation has given local education authorities the option to identify students with learning disabilities based on their failure to respond to empirically supported interventions that are delivered with integrity in the schools. While issues of feasibility are being questioned, this new option for eligibility determination has been embraced by researchers, practitioners, and the federal government as a more equitable and systematic route to providing services to students. Additionally, this option seeks to eliminate poor

instruction and contextual variables as possible causes for academic deficits (Vaughn, Linan-Thompson, & Hickman, 2003).

One approach advocated to facilitate the option of identifying students based on their failure to respond to instruction is termed response to intervention (RTI) (e.g. Fuchs, Mock, Morgan, & Young, 2003). RTI is defined as a change in behavior or performance as a function of an intervention (Gresham, 2002). It represents a decision making process that carefully examines school-wide, classroom, and individual student progress in instructional and curricular efforts delivered by schools. The National Association for State Directors of Special Education (NASDE, 2005) identified eight core principles of RTI and created a handbook for policy considerations and implementation (see Table 1).

According to the NASDE report, research findings regarding evidence-based-instruction from the National Reading Panel (NRP) (National Institute of Child Health and Human Development [NICHD], 2000) have been particularly relevant for RTI practices. The NRP provides educators with knowledge about the key components of effective reading instruction including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Given that the majority of students who have specific learning disabilities qualify in the area of reading (Lyon et al., 2001; Meese, 2001), these key components are

imperative features for preventative programming efforts.

In developing a supportive system for RTI, schools start by implementing a scientifically validated core reading program (Tier 1). Although most students (approximately 70-80%) will meet proficiency with solid Tier 1 instruction, research suggests that a predictable group of students (approximately 15-20%) will require targeted or strategic, small group instruction (Tier 2), and about another 5-10% will require intensive, individualized interventions (Tier 3) (Adelman & Taylor, 1998; Sugai, Horner, & Gersham, 2002; Vaughn, Linan-Thompson, & Hickman, 2003; Walker et al., 1996).

Students who are at-risk for school failure are in need of supplemental instruction in addition to the core (Tier 2). Schools generally implement supplemental programs through either a standard-treatment protocol or problem-solving approach (Fuchs et al., 2003; Sattler & Hoge, 2006). A standard-protocol approach involves the implementation of a scientifically validated program for groups of students who evidence similar reading difficulties. Standard protocols aid in the consistency of implementation across teaching staff (Fuchs et al., 2003).

On the other hand, a problem-solving approach to RTI addresses the issues of individual differences in students by matching interventions to the function or cause of the academic deficit. While problem solving has been demonstrated to improve outcomes (Burns & Symington, 2002), utilizing this approach with a large number of students in Tier 2 (10-15%) may not be practical or efficient (Fuchs et al., 2003).

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For those students who do not respond to Tier 2 programming, more intensive instruction and/or alternative reading programs are generally needed (Tier 3). The problem with an alternative program is that students are often removed from the general education curriculum when, in fact, they may make adequate progress if given additional intensive instruction in the scientifically validated core reading program.

The current study provides a clear example of a standard-protocol approach with problem solving (at the Tier 3 level) utilizing the same scientifically validated reading program with students across all three tiers of instruction. This strategic instructional model allowed struggling readers to have access to the general education curriculum with differentiated intensity at each level.

Reading Model Implementation and Findings

We summarize a program evaluation conducted by Marchand-Martella, Martella, Kolts, Mitchell, and Mitchell (2006) involving one Pacific Northwest Title I elementary school (32% free or reduced price lunch). This

school's goal was to implement a three-tier strategic model of intensifying reading instruction using a standard-treatment protocol approach with problem solving at Tier 3.

Elementary School

The strategic three-tier model was implemented across grades K-3 and involved 327 of the school's 659 students (grades K-6). Of these 327 students, 72 were in kindergarten (51 were typically achieving, 15 were Title I, and 6 received special education service), 86 were in first grade (52 were typically achieving, 24 were Title I, and 10 received special education services), 80 were second graders (64 were typically achieving, 10 were Title I, and 6 received special education services), and 89 were in third grade (68 were typically achieving, 15 were Title I/Learning Assistance Program [LAP], and 6 received special education services).

Fourteen general education teachers participated (2 kindergarten, 4 first grade, 4 second grade, and 4 third grade). Additionally, a Title I/Learning Assistance Program (LAP) teacher, LAP teacher, special education teacher, and seven paraeducators provided instruction to students.

This school was the only Direct Instruction school in the district. It

also had the highest test scores in reading and writing compared to other district schools on the Washington Assessment of Student Learning (WASL), a statewide assessment administered in fourth grade. Further, the school received one of only nine Title I academic achievement awards offered by Washington State in December of 2005.

Targeted Curriculum

Reading Mastery Plus was the reading program implemented at Tiers 1, 2, and 3. *Reading Mastery Plus* is a comprehensive core reading program aligned with scientifically-based reading research recommendations (see NICHD, 2000) and published by Science Research Associates (SRA); it is a revision of the highly effective *Reading Mastery Classic* program (see Schieffer, Marchand-Martella, Martella, Simonson, & Waldron-Soler [2002] and Stein & Kinder [2004] for a research summarization on this program). *Reading Mastery Plus* includes seven levels (i.e., K-6); only levels K-5 were used in this evaluation.

Measures

Kindergarten through second-grade students were pre- and posttested with the *Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* (Good & Kaminski, 2002); the *Scholastic Reading Inventory (SRI)* (Scholastic, 2003) was used for the third graders. All teachers responded to a 10-question social validation survey on the *Reading Mastery Plus* program.

Program Implementation

All students were tested for placement at the beginning of the school year. Students were grouped with other students of similar skill levels within their respective grades across classrooms. Students were moved to higher or lower instructional groups depending on individual performance as assessed by within-program assessments. Grade-level team meetings were held once per week where the grouping and movement of students could be discussed. Decisions for group movement were predominantly date driven, but teacher judgment had a role as well.

Table 1

NASDE Eight Core Principles of RTI

1. We can effectively teach all children.
2. Intervene early.
3. Use a multi-tier model of service delivery.
4. Use a problem-solving method to make decisions within a multi-tier model.
5. Use research-based, scientifically validated interventions/instructions to the extent available.
6. Monitor student progress to inform instruction.
7. Use data to make decisions (this is a central concept to RTI).
8. Use assessment for three different purposes: screening, diagnostics, and progress monitoring.

At the Tier 1 level, students received 90 minutes of reading instruction 5 days per week. Of this 90 minutes, *Reading Mastery Plus* instruction accounted for 30 to 45 minutes of instruction; the remaining time was devoted to seatwork activities, reading centers, and independent reading. Independent reading was facilitated by the school's adoption of Scholastic's *Reading Counts!*, a supplemental reading program where students choose from over 33,000 books at their own Lexile score level and then take a quiz. Thirty-two (37%) of the highest performing first-grade students and all second- and third-grade students participated in *Reading Counts!*

For Tier 2, Title I (grades K-3) and LAP (grade 3) instruction also occurred daily; students received a "double" dose/reteaching of *Reading Mastery Plus* accounting for an additional 30-40 minutes of small group instruction. Grade 3 students who received LAP services also received supplemental instruction in *Corrective Reading* in a before-school tutorial program in small groups of two to five students. Three lessons were covered each week, each lasting 35 minutes.

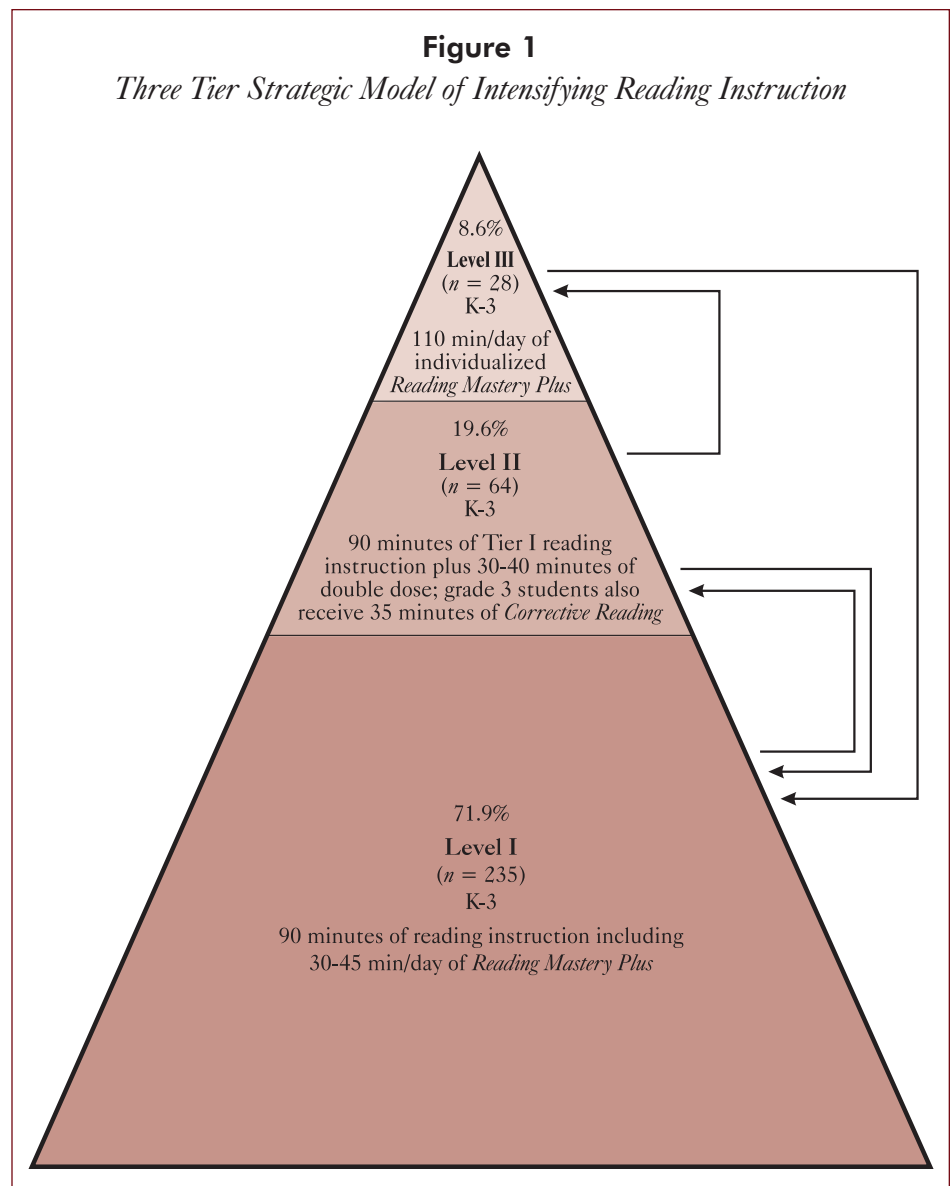
Finally, Tier 3 *Reading Mastery Plus* instruction lasted 100 minutes per day in the special education resource room. More intensive instruction using *Reading Mastery Plus* was conducted to meet the individualized needs of these students (e.g. one-on-one, focused work on individual sounds, use of sound amplifier for students who were hard of hearing, use of laser pointer to help with tracking, individualized motivational systems) (problem-solving approach). Individual needs were determined by an examination of within program assessments (e.g., rate and accuracy checks), program activities (e.g., seat work assignments), and oral performance (e.g., responding during teacher-delivered instruction). For example, a first-grade student with mental retardation struggled with sounds during teacher-delivered instruction and subsequently within program assessments and activities. In addition to receiving the core program in a one-

on-one format, this student received focused instruction (flash cards, worksheets, sound drill and practice with an adult) on difficult sounds until those sounds were firm (mastered). Thus, *all* students received *Reading Mastery Plus* as their primary (core) reading program. Increasing instructional intensity was evident from Tier 1 to 3 (see Figure 1).

Training and Program Fidelity

An educational consultant conducted training and coaching sessions. All teachers were experienced in Direct Instruction (1-15 years of experience) and participated in 2.5 days of training on the use of the *Reading Mastery Plus* program. The consultant also observed all the general education teachers and

the Title I/LAP teacher and provided feedback on their lessons. These individuals were observed at least twice (once in the fall and once in the spring). During these observations, teachers were rated on five instructional areas: (1) Teacher follows format outlined in *Reading Mastery Plus* program; (2) teacher uses specific praise statements and provides immediate feedback; (3) teacher uses clear signals to evoke group responses; (4) teacher uses proper error correction procedures; and (5) teacher pacing engages students and is appropriate to the task. Teachers were rated on a scale of 0 to 5, with 0 = "does not cover at all during the lesson" and 5 = "covers point well during the lesson." Ratings were shared with teachers; if neces-



sary, the educational consultant modeled needed instructional behaviors and had teachers practice with their groups. Teacher ratings averaged between 4.22 (Area 4) to 4.82 (Area 1) across observations and teachers.

Findings

Statistically significant improvements (determined via t-tests) were evidenced by kindergarten, first-grade, and second-grade students on all *DIBELS* subtests given as pre- and posttests (i.e., initial sound fluency and letter naming fluency—kindergarten; letter naming fluency, phoneme segmentation fluency, and nonsense word fluency—first grade; nonsense word fluency and oral reading fluency—second grade). Effect sizes ranged from .50 (nonsense word fluency—typically achieving second-grade students) to 3.96 (initial sound fluency—kindergarten students in special education).

For third-grade students, there were statistically significant effects for normal curve equivalents (NCEs) (determined via t-tests) and Lexile scores (determined via Wilcoxon signed-ranks tests) for all student groups (i.e., typically achieving, Title I/LAP, and special education) with the exception of Lexile scores of students in special education. Effect size improvements on the *SRI* ranged from .72 (NCEs—all students combined) to 3.37 (Lexile—Title I/LAP students). Note that an effect size of .25 is considered educationally significant (Adams & Engelmann, 1996). Thus, students demonstrated pretest to posttest improvements of more than half of a standard deviation on *all* subtests and measures. Students demonstrated large and important improvements in their reading skills, whether or not they were at risk for school failures or had disabilities.

Further, there were few differences between those students who received Title I/LAP services and those who received special education services. The only statistically significant difference [determined via t-tests] was found for letter naming fluency favoring students who received special

education services. This finding is important given that students receiving special education services would be expected to score below these other students. Finally, social validation data from the teachers indicated positive comments about all aspects of the program.

When considering programs within a three-tier model of reading instruction, this evaluation showed that one program—*Reading Mastery Plus*—could be implemented across Tiers 1, 2, and

Alignment and consistency across instructional tiers within the three-tier model seems to be key in this endeavor.

3, with intensity and instructional time changes rather than the use of different programs. This finding is important because students never “left” the core (primary) program. Further, when a new program was used to supplement instruction (grade 3 tutorial program), it involved the same instructional methodology (e.g., *Corrective Reading* and *Reading Mastery Plus* are both Direct Instruction reading programs). Alignment and consistency across instructional tiers within the three-tier model seems to be key in this endeavor.

What are Important Components of an RTI Model?

Cotton (1995) noted the following typical elements of effective schools based on a research synthesis of their practices (see further discussion by Marchand-Martella, Blakely, and Schaefer, 2004):

- Academic achievement is the school’s top priority.
- Strong leadership guides the instructional program.

- Curriculum is based on clear goals and objectives.
- Students are grouped for instruction.
- School time reflects the academic priorities.
- Learning progress is monitored closely.
- Discipline is firm and consistent.
- There are high expectations for quality instruction.
- Incentives/rewards build strong motivation.
- Parents are invited to become involved.
- Staff strive to improve instructional effectiveness based on multiple sources of data related directly to student performance.

This school embraced elements of effective school practices in the following ways. First, there was a shared vision of excellence at the school. The school believed that *all* students could learn if taught effectively, no matter if they were at risk for school failure or had disabilities. Second, the school embraced a scientifically validated reading program and its importance for *every* child. “Direct Instruction programs are structured for success, so teachers do not need to force-fit curriculum to meet the needs of their struggling students” (Marchand-Martella, Kinder, & Kubina, 2005, p.7).

Third, leadership at the school was strong. The principal was actively involved in all aspects of the program, relished being part of a research project, and did not “shy away” from controversy — the use of explicit reading instruction was not endorsed by everyone outside the school building. Fourth, teachers received side-by-side coaching from a seasoned educational consultant. School staff learned that creating an environment that promotes *staff learning* is one of the keys to promoting *student learning*. Thus, focused work on staff development (including training and side-by-side coaching) proved critical to the success of this school.

Fifth, teachers were accustomed to making data-based decisions and collecting performance data. Discussion among teachers related to *skill* rather than *ability* when talking about *any* student. Finally, the school believed in active parent support and engagement and regularly involved parents in the reading process (e.g., daily reading checkout sheets were sent home to parents, parents listened to and provided feedback to children as classroom volunteers).

It is critical that *all* students learn to read in the primary grades. This skill is essential to future success in school and in life (NICHD, 2000). Programs that can be used successfully at *all* tiers of instruction with intensity and instructional time changes help to ensure that no child is ever left behind. This school accomplished this goal and serves as an effective model of reading instruction for others to emulate. When examining the current program's success in relation to NASDE's (2005) recommendations for RTI implementation, we found that each of the eight core principles was met.

The unusual feature of this implementation is that it used a standard-protocol approach at all three levels of instruction. Additionally, a problem-solving approach was implemented at the Tier 3 level. The advantage of a standard-protocol approach was that all teachers were trained in the core curriculum at each of the three levels. Further, the program was implemented with fidelity (as described in the Marchand-Martella et al. 2006 investigation); fidelity concerns were the basis for Fuchs et al. (2003) to recommend the use of a standard-treatment protocol approach. According to Fuchs et al., "practitioners are required to become expert at what is basically one thing" (p. 168). However, once students reach the Tier 3 level, a problem-solving approach may be added to the standard-protocol approach due to individual student needs. The overall results of this evaluation suggest a possible efficacious model for meeting the needs of all learners. **ADI**

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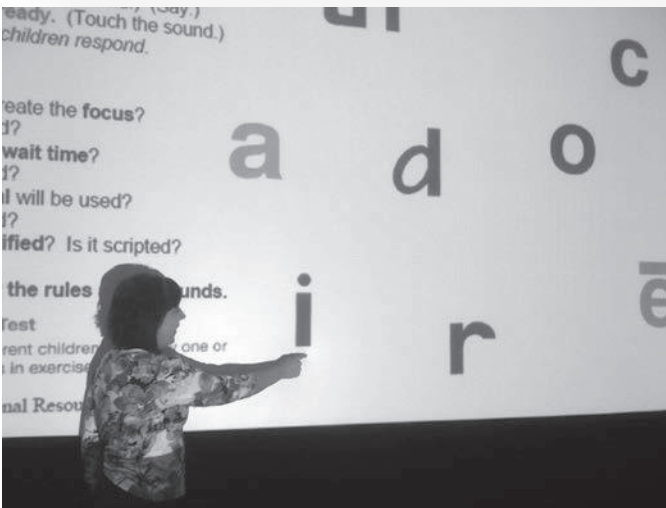
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Couldn't make it the National Direct Instruction Conference in July, or were you there and want to share part of your experience with others?

Copies of the opening remarks by Zig Engelmann, the opening keynote by Cary Andrews, and Zig's closing keynote are available from ADI on DVD.

Cary Andrews is the Associate Superintendent for Curriculum Implementation and Development in Reading and Language Arts at the Roger Bacon Academy, an Educational Management Company based in North Carolina. He has worked as a National Educational Consultant for many years as well as taught at all levels in general and special education. His presentation is lively, informative and inspiring.

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These useful pre-printed Post-It® notes are used to help convey important teaching skills to users of the Direct Instruction Reading programs. Instead of having to write out the proper presentation of the correction or procedure, one simply peels a sheet off the pad and puts it in the next lesson or two where the correction/procedure would be used.

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The upper level set, for use primarily with *Reading Mastery III–VI* and *Corrective Reading* contains correction procedures for

- Individual Turns
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- Word Identification Errors (Group Reading)

The two come together as a kit and are priced at \$30.00 per kit (\$24.00 for ADI members). Contact ADI for quantity pricing.

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Videotapes on the Direct Instruction Model

ADI has an extensive collection of videos on Direct Instruction. These videos are categorized as informational, training, or motivational in nature. The informational tapes are either of historical interest or were produced to describe Direct Instruction. The training tapes have been designed to be either stand-alone training or used to supplement and reinforce live training. The motivational tapes are keynote presentations from past years of the National Direct Instruction Conference.

Informational Tapes

Where It All Started—45 minutes. Zig teaching kindergarten children for the Engelmann-Bereiter pre-school in the 60s. These minority children demonstrate mathematical understanding far beyond normal developmental expectations. This acceleration came through expert teaching from the man who is now regarded as the “Father of Direct Instruction,” Zig Engelmann. Price: \$10.00 (includes copying costs only).

Challenge of the 90s: Higher-Order thinking—45 minutes, 1990. Overview and rationale for Direct Instruction strategies. Includes home-video footage and Follow Through. Price: \$10.00 (includes copying costs only).

Follow Through: A Bridge to the Future—22 minutes, 1992. Direct Instruction Dissemination Center, Wesley Elementary School in Houston, Texas, demonstrates approach. Principal, Thaddeus Lott, and teachers are interviewed and classroom footage is shown. Created by Houston Independent School District in collaborative partnership with Project Follow Through. Price: \$10.00 (includes copying costs only).

Direct Instruction—black and white, 1 hour, 1978. Overview and rationale for Direct Instruction compiled by Haddox for University of Oregon College of Education from footage of Project Follow Through and Eugene Classrooms. Price: \$10.00 (includes copying costs only).

Training DVDs

The Elements of Effective Coaching—3 hours, 1998. Content in *The Elements of Effective Coaching* was developed by Ed Schaefer and Molly Blakely. The video includes scenarios showing 27 common teaching problems, with demonstrations of coaching interventions for each problem. A common intervention format is utilized in all scenarios. Print material that details each teaching problem and the rationale for correcting the problem is provided. This product should be used to supplement live DI coaching training and is ideal for Coaches, Teachers, Trainers. Price...\$395.00 Member Price...\$316.00

Reading Mastery 1, 2, 3 and Fast-Cycle Preservice and Inservice Training—The first videos of the Level I and Level II series present intensive preservice training on basic Direct Instruction teaching techniques and classroom management strategies used in *Reading Mastery* and the equivalent lesson in *Fast-Cycle*. Rationale is explained. Critical techniques are presented and demonstrated. Participants are led through practical exercises. Classroom teaching demonstrations with students are shown. The remaining videos are designed to be used during the school year as inservice training. The DVDs are divided into segments, which present teaching techniques for a set of upcoming lessons. Price: \$229.00.

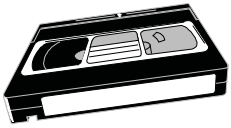
Conference Keynotes

These videos are keynotes from the National Direct Instruction Conference in Eugene. These videos are professional quality, two-camera productions suitable for use in meetings and trainings.

Keynotes From the 2005 National DI Conference, July 2005, Eugene, Oregon

Carefully Designed Curriculum: A Key to Success. For the past 31 years Zig Engelmann has delivered the opening keynote of the National DI Conference, and this year was no exception. Zig focuses on the careful design of the Direct Instruction programs that make them effective in the classroom versus other programs that have some of the component design elements, but not all and are therefore less effective than DI. Pioneering author Doug Carnine describes some of the challenges we face in educating our children to compete on a world class level. Doug also goes into detail of how to create a school improvement plan and how to implement it. As a bonus, the conference closing is included. Price: Videotape \$30.00, DVD \$40.00

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Videotapes on the Direct Instruction Model...continued

Keynotes From the 2004 National DI Conference, July 2004, Eugene, Oregon—Conference attendees rated the keynotes from the 30th National Direct Instruction Conference and Institutes as one of the best features of the 2004 conference. Chris Doherty, Director of Reading First from the U.S. Office of Elementary and Secondary Education in Washington, DC, delivered a humorous, informative, and motivating presentation. Chris has been an advocate of Direct Instruction for many years. In his capacity with the federal government he has pushed for rules that insist on states following through with the mandate to use programs with a proven track record. The way he relates his role as a spouse and parent to his professional life would make this an ideal video for those both new to DI as well as veteran users. In the second opening keynote, Zig Engelmann outlines common misconceptions that teachers have about teaching and learning. Once made aware of common pitfalls, it is easier to avoid them, thereby increasing teacher effectiveness and student performance. Price: \$30.00

To the Top of the Mountain—Giving Kids the Education They Deserve—75 minutes. Milt Thompson, Principal of 21st Century Preparatory School in Racine, Wisconsin gives a very motivational presentation of his quest to dramatically change the lives of all children and give them the education they deserve. Starting with a clear vision of his goal, Thompson describes his journey that turned the lowest performing school in Kenosha, Wisconsin into a model of excellence. In his keynote, Senior Direct Instruction developer Zig Engelmann focuses on the four things you have to do to have an effective Direct Instruction implementation. These are: work hard, pay attention to detail, treat problems as information, and recognize that it takes time. He provides concrete examples of the ingredients that go into Direct Instruction implementations as well as an interesting historical perspective. Price: \$30.00

No Excuses in Portland Elementary, The Right Choice Isn't Always the Easiest, and Where Does the Buck Stop? 2 tapes, 1 hour, 30 minutes total. Ernest Smith is Principal of Portland Elementary in Portland, Arkansas. The February 2002 issue of *Reader's Digest* featured Portland Elementary in an article about schools that outperformed expectations. Smith gives huge credit to the implementation of DI as the key to his student's and teacher's success. In his opening remarks, Zig Engelmann gives a summary of the Project Follow Through results and how these results translate into current educational practices. Also included are Zig's closing remarks. Price: \$30.00

Lesson Learned...The Story of City Springs, Reaching for Effective Teaching, and Which Path to Success? 2 tapes, 2 hours total. In the fall of 2000 a documentary was aired on PBS showing the journey of City Springs Elementary in Baltimore from a place of hopelessness to a place of hope. The principal of City Springs, Bernice Whelchel, addressed the 2001 National DI Conference with an update on her school and delivered a truly inspiring keynote. She describes the determination of her staff and students to reach the excellence she knew they were capable of. Through this hard work City Springs went from being one of the 20 lowest schools in the Baltimore City Schools system to one of the top 20 schools. This keynote also includes a 10-minute video updating viewers on the progress at City

Springs in the 2000–2001 school year. In the second keynote Zig Engelmann elaborates on the features of successful implementations such as City Springs. Also included are Zig's closing remarks. Price: \$30.00

Successful Schools...How We Do It—35 minutes. Eric Mahmoud, Co-founder and CEO of Seed Academy/Harvest Preparatory School in Minneapolis, Minnesota presented the lead keynote for the 1998 National Direct Instruction Conference. His talk was rated as one of the best features of the conference. Eric focused on the challenges of educating our inner city youth and the high expectations we must communicate to our children and teachers if we are to succeed in raising student performance in our schools. Also included on this video is a welcome by Siegfried Engelmann, Senior Author and Developer of Direct Instruction Programs. Price: \$15.00

Commitment to Children—Commitment to Excellence and How Did We Get Here...Where are We Going?—95 minutes. These keynotes bring two of the biggest names in Direct Instruction together. The first presentation is by Thaddeus Lott, Senior. Dr. Lott was principal at Wesley Elementary in Houston, Texas from 1974 until 1995. During that time he turned the school into one of the best in the nation, despite demographics that would predict failure. He is an inspiration to thousands across the country. The second presentation by Siegfried Engelmann continues on the theme that we know all we need to know about how to teach—we just need to get out there and do it. This tape also includes Engelmann's closing remarks. Price: \$30.00

State of the Art & Science of Teaching and Higher Profile, Greater Risks—50 minutes. This tape is the opening addresses from the 1999 National Direct Instruction Conference at Eugene. In the first talk Steve Kukic, former Director of Special Education for the state of Utah, reflects on the trend towards using research based educational methods and research validated materials. In the second presentation, **Higher Profile, Greater Risks**, Siegfried Engelmann reflects on the past of Direct Instruction and what has to be done to ensure successful implementation of DI. Price: \$30.00

Fads, Fashions, & Follies—Linking Research to Practice—25 minutes. Dr. Kevin Feldman, Director of Reading and Early Intervention for the Sonoma County Office of Education in Santa Rosa, California presents on the need to apply research findings to educational practices. He supplies a definition of what research is and is not, with examples of each. His style is very entertaining and holds interest quite well. Price: \$15.00

Aren't You Special—25 minutes. Motivational talk by Linda Gibson, Principal at a school in Columbus, Ohio, successful with DI, in spite of minimal support. Keynote from 1997 National DI Conference. Price: \$15.00

Effective Teaching: It's in the Nature of the Task—25 minutes. Bob Stevens, expert in cooperative learning from Penn State University, describes how the type of task to be taught impacts the instructional delivery method. Keynote from 1997 National DI Conference. Price: \$15.00

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Videotapes on the Direct Instruction Model...continued

Moving from Better to the Best—20 minutes. Closing keynote from the National DI Conference. Classic Zig Engelmann doing one of the many things he does well...motivating teaching professionals to go out into the field and work with kids in a sensible and sensitive manner, paying attention to the details of instruction, making sure that excellence instead of “pretty good” is the standard we strive for and other topics that have been the constant theme of his work over the years. Price \$15.00

One More Time—20 minutes. Closing from 1997 National DI Conference. One of Engelmann’s best motivational talks. Good for those already using DI, this is sure to make them know what they are doing is the right choice for teachers, students, and our future. Price: \$15.00

An Evening of Tribute to Siegfried Engelmann—2.5 hours. On July 26, 1995, 400 of Zig Engelmann’s friends, admirers, colleagues, and protégés assembled to pay tribute to the “Father of Direct Instruction.” The Tribute tape features Carl Bereiter, Wes Becker, Barbara Bateman, Cookie Bruner, Doug Carnine, and Jean Osborn—the pioneers of Direct Instruction—and many other program authors, paying tribute to Zig. Price: \$25.00

Keynotes from 22nd National DI Conference—2 hours. Ed Schaefer speaks on “DI—What It Is and Why It Works,” an excellent introductory talk on the efficiency of DI and the sensibility of research based programs. Doug Carnine’s

talk “Get it Straight, Do it Right, and Keep it Straight” is a call for people to do what they already know works, and not to abandon sensible approaches in favor of “innovations” that are recycled fads. Siegfried Engelmann delivers the closing “Words vs. Deeds” in his usual inspirational manner, with a plea to teachers not to get worn down by the weight of a system that at times does not reward excellence as it should. Price: \$25.00

Keynotes from the 1995 Conference—2 hours. Titles and speakers include: Anita Archer, Professor Emeritus, San Diego State University, speaking on “The Time Is Now” (An overview of key features of DI); Rob Horner, Professor, University of Oregon, speaking on “Effective Instruction for All Learners”; Zig Engelmann, Professor, University of Oregon, speaking on “Truth or Consequences.” Price: \$25.00

Keynote Presentations from the 1994 20th Anniversary Conference—2 hours. Titles and speakers include: Jean Osborn, Associate Director for the Center for the Study of Reading, University of Illinois, speaking on “Direct Instruction: Past, Present & Future”; Sara Tarver, Professor, University of Wisconsin, Madison, speaking on “I Have a Dream That Someday We Will Teach All Children”; Zig Engelmann, Professor, University of Oregon, speaking on “So Who Needs Standards?” Price: \$25.00

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Books Price List

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Title & Author	Member Price	List Price	Quantity	Total
Preventing Failure in the Primary Grades (1969 & 1997) Siegfried Engelmann	\$19.95	\$24.95		
Theory of Instruction (1991) Siegfried Engelmann & Douglas Carnine	\$32.00	\$40.00		
Teach Your Child to Read in 100 Easy Lessons (1983) Siegfried Engelmann, Phyllis Haddox, & Elaine Bruner	\$17.50	\$22.00		
Structuring Classrooms for Academic Success (1983) S. Paine, J. Radicchi, L. Rosellini, L. Deutchman, & C. Darch	\$14.50	\$18.00		
War Against the Schools' Academic Child Abuse (1992) Siegfried Engelmann	\$14.95	\$17.95		
Research on Direct Instruction (1996) Gary Adams & Siegfried Engelmann	\$24.95	\$29.95		
Managing the Cycle of Acting-Out Behavior in the Classroom Geoff Colvin	\$24.00	\$28.00		
Rubric for Identifying Authentic Direct Instruction Programs Siegfried Engelmann & Geoff Colvin	\$12.00	\$15.00		
Teaching Needy Kids in Our Backward System Siegfried Engelmann	\$25.00	\$32.00		
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What is ADI, the Association for Direct Instruction?

ADI is a nonprofit organization dedicated primarily to providing support for teachers and other educators who use Direct Instruction programs. That support includes conferences on how to use Direct Instruction programs, publication of *The Journal of Direct Instruction (JODI)*, *Direct Instruction News (DI News)*, and the sale of various products of interest to our members.

Who Should Belong to ADI?

Most of our members use Direct Instruction programs, or have a strong interest in using those programs. Many people who do not use Direct Instruction programs have joined ADI due to their interest in receiving our semiannual publications, *The Journal of Direct Instruction* and *Direct Instruction News*. *JODI* is a peer-reviewed professional publication containing new and reprinted research related to effective instruction. *Direct Instruction News* focuses on success stories, news and reviews of new programs and materials and information on using DI more effectively.

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- ✓ Canadian addresses add \$10.00 US to above prices.
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