

Direct Instruction

NEWS

ADI Effective School Practices

RANDI SAULTER, Editor and AMY JOHNSTON, Executive Director

Spring Into Change

Finally! You hold in your hands the winter/spring edition of the *Direct Instruction News*. We hope that you find the articles interesting and informative.

Typically this is where you would find a summary of the articles that you are about to read. This introduction will be a little different. All we would like to say in this introduction to the *News*

is...just wait! There are some big changes coming to the *Direct Instruction News*. However, the more things change, the more they remain the same. Rest assured. You will continue to hear from your favorite contributors who will continue to offer sound information that guides your work in the field. We will continue to bring you success stories from your colleagues

both near and far who are effecting incredible student outcomes through the use of Direct Instruction curriculum. So, all that is to say that the same high quality content will still come your way. While changes will be evolutionary, you will notice some cosmetic changes right away. Starting in the next edition...color! Then over time, we will begin to move toward issues that revolve more around one topic or area. In this way we will be able to dig a little deeper into education matters that concern us all. Everyone here at the *News* is excited and looking forward to continuing to bring you content that is helpful and informative with a few surprises here and there.

So, sit back relax, and enjoy this issue of the *News*. ADI

AMY JOHNSTON, Executive Director, Association for Direct Instruction

ADI News

You've probably noticed it has been a while since you've received a copy of *DI News*.

We do not anticipate combining future issues of *DI News* and thank you for your continued support and patience as we worked through some growing pains and unexpected (personal) crises. It's been an incredibly busy winter and early spring at ADI and we're excited to share our updates with you.

New Director of Training

In late fall 2012, Julie Saul joined ADI as our new Director of Training. Julie came to ADI with more than 18 years of experience in the hospitality industry, with the last eight in sales and marketing. If you've called ADI in the last six months, chances are you've spoken to Julie. In addition to being incredibly competent and efficient, she's also one of the most joyful peo-

ple you'll ever meet. She is a phenomenal addition to our team and has taken the management of our professional development offerings to a whole new level. Welcome Julie!

2013 National Direct Instruction Conference

By now, you should have all received an ADI National Conference postcard reminding you to register for this year's National Conference in Eugene. You may have also noticed that you DIDN'T receive a hard copy of the full program. This is because ADI is working towards becoming a more sustainable, environmentally responsible organization. This year, for the first time ever, the National Direct Instruction Conference program was published only electronically. While our new full-color program is beautiful, it's consumable and isn't going to be archived (by most folk) for future reference. It may take some time to

continued on page 3

WINTER and SPRING 2013,
Volume 13 Numbers 1 and 2

In this issue

- 6 Smarter Balanced Assessment
- 10 Direct Instruction Research Database
- 11 Portland Academy Sticks to the Basics
- 12 NIFDI Awards Research Fellowships
- 12 Reviews Supporting Direct Instruction Program Effectiveness
- 21 J/P Associates Success Stories
- 23 Martin's Musings

Editor

Randi Saulter
Educational Consultant

Editorial Board

Kerry Hempenstall
Royal Melbourne Institute
of Technology
Victoria, Australia
Martin Kozloff
University of North Carolina,
Wilmington
Vicki Snider
University of Wisconsin, Eau Claire

ADI Board of Directors

Anne Berchtold
Lee County School District
Cape Coral, Florida
Timothy Slocum
Utah State University
Logan, Utah
Karen Sorrentino
Columbus, Ohio
Don Steely
iLearn
Eugene, Oregon
Rose Wanken
Chico Unified School District
Chico, California
Cathy Watkins
California State University, Stanislaus
Turlock, California

The DI News is published in the fall, spring, summer, and winter by the Association for Direct Instruction. The Association for Direct Instruction is a professional organization dedicated to the development and dissemination of information and training for users of Direct Instruction.

The Association for Direct Instruction was incorporated in 1981 in the state of Oregon for educational purposes. ADI is a non-profit, tax-exempt corporation under Section 501(c)3 of the Internal Revenue Code and is a publicly supported organization as defined in Sections 170(b)(1)(A)(ii) and 509(a)(1). Donations are tax-deductible.

A copy or summary of the current financial statement, or annual report, and registration filed by ADI may be obtained by contacting: ADI, P.O. BOX 10252, Eugene, OR 97440 (541-485-1293). ADI is registered with the state of Oregon, Department of Justice, #79-16751. Copyright © 2013 Association for Direct Instruction.

ANNUAL SUBSCRIPTION RATES: \$25 U. S.; \$30 (U. S. currency) Canada; \$40 Europe; \$60 airmail to Europe.
(ISSN 1540-0026).

Managing Editor: Lynda Rucker
Publisher: The Association for Direct Instruction
<http://www.adihome.org>
Layout and Design:
Beneda Design, Eugene, Oregon

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... continued from page 1
adjust, but going green is the right thing to do.

Here's how it all adds up:
Conference program: 28 pages

of copies we would have printed:
7000 (minimum)

Total sheets of paper: 196,000

of reams of paper (@ 500 sheets per ream): 392

1 tree makes 16.67 reams of copy paper

No. of trees saved by not printing our brochure = 23.5

*Keeping in mind our conference program is printed on heavy-weight coated paper which can up to twice the resources of regular copy paper, we think our numbers are quite conservative.

The 2013 National Conference will be July 21-25 and, for the 30th year, will be held at the Hilton Eugene and Conference Center in Eugene, Oregon.

This year's conference features more than 50 sessions, including 20 new sessions, brought to you by 36 expert trainers from around the country! A complete conference calendar is included in this issue.

We're seeing record registration numbers and the Hilton is filling up fast. If you haven't already made your reservation, I would encourage you to do so soon!

On Sunday, July 21st, ADI will host the Author's Gala: *Honoring the Past, Celebrating the Present, and Creating the Future*.

This one-time only event will bring all of the DI program authors together for one incredible evening. Tickets for this once-in-a-lifetime dinner celebration are available from the ADI office. Call us today to reserve yours!

We are privileged to have Shep Barbash, author of *Clear Teaching: With Direct Instruction, Siegfried Engelmann Discovered a Better Way of Teaching*, as

this year's invited keynote speaker. Zig, who will of course be joining us for the Author's Gala, will also share some words of wisdom with us at the opening and closing of the conference. The 2013 National Conference will be one for the record books and I hope you'll be able to attend.

Excellence in Education Awards

Nominations for ADI's annual Excellence in Education Awards are being accepted through June 14th. Nomination packets were mailed to all ADI members earlier this spring and are also available online at www.adihome.org or by emailing us at info@adihome.org. Please take a few minutes to nominate a deserving school, educator, or student today.

Other News

We'll kick off our 2013-2014 professional development offerings in October with our Fall Leadership Academies in Philadelphia (Oct 7-8) and Baltimore (Oct 10-11). We are proud to once again co-host our Leadership Academies with McGraw-Hill and thank them for their continued support of our mission and programs. The Academies are two-day events led by veteran DI consultant Carolyn Schneider and always receive rave reviews. You can register online at www.adihome.org or by calling us at 800-995-2464.

In addition, in late October, ADI and McGraw-Hill will be at the Asilomar Conference Grounds on the beautiful Monterey Peninsula in Pacific Grove, California for a special 2-day workshop. To learn more about this event, visit us online at www.adihome.org.

Finally, I'd like to offer a personal note of sincere thanks. As many of you are aware, I lost my mom very unexpectedly a week before Christmas. I cannot tell you how much I appreciate the calls, notes, letters and emails that I have received from our ADI family of members, trainers, and supporters.

Your expressions of sympathy and kindness were incredibly comforting during a very difficult time.

As the 2012-2013 school year winds down, I thank you for your contributions to your schools and districts and for helping to make a difference in the lives of your students. I wish you a safe, relaxing summer and look forward to seeing many of you in Eugene this July! *ADI*

Summer and Fall 2013 ADI Professional Development Opportunities

Registration is now open for the following ADI events. More professional development opportunities coming soon! Check our website at www.adihome.org for a complete listing.

SAVE THESE DATES:

39th National Direct Instruction Conference and Institutes

July 21-25, 2013
Eugene Hilton and Conference Center
Eugene, Oregon

Fall Leadership Academies

Baltimore
October 7-8, 2013

Philadelphia
October 10-11, 2013

California Conference

Pacific Grove, CA (Asilomar)
October 25-27, 2013

NATIONAL DI CONFERENCE & INSTITUTES

SESSION SCHEDULE - JULY 21-25, 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
<p>PRE-CONFERENCE All Day Sunday</p> <p>P1 Getting Them All Engaged - Inclusive Active Participation</p> <p>P2 Introduction to Direct Instruction</p> <p>P3 REWARDS - Reading Excellence: Word Attack and Rate Development Strategies</p> <p>P4 Best Coaching: Striving for Stronger Results and Helping Teachers “Keep the Faith”</p> <p>P5 Building Strong University/School Partnerships: Integrating Preservice and Inservice Teacher Preparation Programs focused on RTI</p> <p>P6 DIBELS Next: 7th Edition</p> <p>P7 Overview of the Common Core Standards</p> <p>P8 CHAMPs-Proactive Behavior Management Systems</p> <p>P9 Sensible Sequences and the Common Core Standards</p> <p>P10 The Role of Administrators where DI is Being Implemented</p> <p>P11 Word ID: Assessment Across the Content Areas</p>	<p>A SESSIONS—Mon-Thurs Mornings</p> <p>A1 Reading Mastery Signature Grade K Reading/Classic I</p> <p>A2 Reading Mastery Signature Grade 1 Reading/Classic II</p> <p>A3 Corrective Reading Decoding</p> <p>A4 Language for Comprehension</p> <p>A5 Connecting Math Concepts Comprehensive Edition, Levels D-F</p> <p>A6 Establishing and Maintaining Instructional Leadership Teams</p> <p>A7 Using Data to Guide Instruction</p>			
	<p>B SESSIONS—Mon & Tues Mornings</p> <p>B1 Strategies for Improving Vocabulary and Comprehension Development Signatures K-1</p> <p>B2 Understanding and Managing Non-Compliance and Defiance</p> <p>B3 Using a Scientifically-Based Framework for Evaluating Commercial Curriculum Programs</p> <p>B4 Language for Learning for English Language Learners</p> <p>B5 Learn it Hear, Teach it There - Designing Effective Staff Development Plans to Share What You Learn</p> <p>B6 Teaching Oral Reading Fluency</p>		<p>C SESSIONS—Wed & Thurs Mornings</p> <p>C1 Common Core State Standards and Corrective Reading: What’s the Connection?</p> <p>C2 Using Direct Instruction with Students with Intellectual Disabilities</p> <p>C3 Direct Instruction Spoken English</p> <p>C4 Strategies for Improving Vocabulary and Comprehension Development Signatures II-V and Corrective Reading Decoding</p> <p>C5 Precision Teaching and Direct Instruction</p>	
	<p>D SESSIONS—Mon-Thurs Afternoons</p> <p>D1 Reading Mastery Signature Grade K Reading/Classic I</p> <p>D2 Essentials for Special Education Direct Instruction Implementations</p> <p>D3 Connecting Math Concepts Comprehensive Edition, Levels A-C</p> <p>D4 Corrective Reading Comprehension</p> <p>D5 RTI for Reading Mastery and Corrective Reading</p> <p>D6 Reciprocal Teaching</p>			
	<p>E SESSIONS—Mon & Tues Afternoons</p> <p>E1 Reading Mastery Signature Grades 2 & 3; Reading Mastery Plus III & IV; Horizons C-D</p> <p>E2 Essentials for Writing</p> <p>E3 DI as Core and Common Core</p> <p>E4 Reading Extension Activities and Learning Centers for Primary Grades</p> <p>E5 Advanced Direct Instruction Delivery Techniques</p> <p>E6 Foundations of Explicit Instruction</p>		<p>F SESSIONS—Wed & Thurs Afternoons</p> <p>F1 Reading Mastery Signature Grades 4 & 5; Reading Mastery Plus V & VI</p> <p>F2 Intermediate DI Language Arts</p> <p>F3 Essentials for Algebra</p> <p>F4 Primary DI Language Arts</p> <p>F5 Supplemental Interventions for Reading Comprehension and Vocabulary at the Intermediate and Secondary Levels</p> <p>F6 Managing Disruptive Behavior in the Classroom</p>	
<p>INSTITUTES—Sun-Thurs, All Day</p> <p>Becoming an Effective Direct Instruction Trainer</p> <p>Implementation Strategies and Issues in Supervision of Direct Instruction Programs</p> <p>Essentials of Coaching</p>				

— CONFERENCE SPONSORS —

Thank You for Your Support!



McGraw-Hill Education, a leading educational publisher of programs for Pre-K through adult, specializes in research-proven programs that offer intense intervention in reading, language arts, and mathematics. Our flagship programs—SRA Reading Mastery, Corrective Reading, Connecting Math Concepts—are recognized nationwide for innovation and academic excellence. We also provide numerous supplemental products to help you address diverse learning needs to help students meet the Common Core State Standards.



Instructional Solutions, LLC

R&D Instructional Solutions was founded by two educators, Randi Saulter and Don Crawford, who have had many roles using and supporting effective, research-based instructional practices and curriculum materials. We continue to work in schools with teachers and administrators daily. Our passion is helping teachers acquire and hone the tools and skills necessary to help their students achieve successful outcomes. Rocket Math and the products that support it, are our first products. We are so proud to be able to make them available because **THEY WORK!** We have new products in development and look forward to bringing them to you very soon. Be on the lookout for new curriculum materials to help you help the students whose lives you touch.



The School Improvement Specialists

Since 1989, **JP Associates, Inc.** has partnered with schools and districts across the country to provide intensive professional development for scientifically-based reading programs (such as Direct Instruction); strategies for teaching across content areas; establishing effective classroom management; and the development of school-based teacher leaders and coaches. Whether you need to implement a complete Turnaround model or implement the Common Core State Standards, are looking for professional development offering the most cutting edge literacy research, or you need to build leadership capacity in your district, JP Associates can and will meet any and all of your needs.



Educational Resources, Inc.

A Professional Staff Development Company

Educational Resources Inc. is a Professional Staff Development Company that specializes in Direct Instruction Implementations in Reading, Language Arts and Math. Entering our 14th year, our consultants provide a collective expertise that will change the landscape of your school. From our knowledge base, we have built a multitude of products including Remedial Reading Interventions, Connections and collection of training DVD's. We also have a partnership with Novel Ideas, Inc to sell their library of DI products including Adventures in Language, Reading for Success and Series Launchers. Join us in our mission to raise our schools to world class standards.

All ADI Members and Friends are invited to attend the

Author's Gala

during the ADI National DI Conference

to Celebrate and Honor the original DI Authors.

JULY 21, 2013

5:30 PM - 8:30 PM

HILTON HOTEL • EUGENE, OREGON

TICKETS \$50 PER PERSON

Smarter Balanced Assessment: or neither?

A few years back, the Baltimore Curriculum Project hosted a symposium on mathematics education and the sorry state of state math standards. You can view the video here: http://www.baltimorecp.org/leading-minds/math_forum_2008.html. The major criticisms were that the standards were a mile wide and an inch deep and that they lacked coherence. When those criticisms were echoed in

many other places, a movement started to have new, “common core” standards in mathematics and English/Language Arts. You can see them on this website: <http://www.core-standards.org/the-standards>. It sounds like we are going to have better standards than before. And in fact, some of the worst math standards were eliminated. The topic of “probability” is no

longer a key component of the fourth grade math standards, for example.

Along with the changes in math standards has come a new set of English/Language Arts standards. The people putting these standards together have completely lost sight of the idea that standards are supposed to provide grade by grade focus so that education (textbooks, teachers, districts) can zero in on what is important at each grade and follow a sequence. The English Language Arts standards at each grade level are specified in six areas: Literature, Informational Texts,

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.

Ahfachkee School
Clewiston, FL

American Preparatory Academy
Draper, UT

Awsaj Institute for Education
Qatar

Baltimore Curriculum Project Inc.
Baltimore, MD

Beacon Services
Milford, MA

Bear River Charter School
Logan, UT

Cape York Aboriginal Australian Academy
Cairns, Australia

Centennial Public School
Utica, NE

City Springs School
Baltimore, MD

CUSD300
Carpentersville, IL

David Douglas Arthur Academy
Portland, OR

Educational Resources Inc.
Ocala, FL

Foundations for the Future Charter Academy
Calgary, AB

Gresham Arthur Academy
Gresham, OR

Guam Department of Education

Humboldt Elementary School
Portland, OR

Imagine Madison Ave. School of Art
Toledo, OH

Keystone Area Education Agency
Elkader, IA

KRESA
Portage, MI

Legacy Academy of Excellence
Rockford, IL

Leigh Brougner, McGraw-Hill School Education Group
Dewitt, MI

Lucklamute Valley Charter School
Dallas, OR

Madison Public Schools
Madison, NE

Matanuska Susitna Borough School District
Palmer, AK

Mille Lacs Band of Ojibwe
Cloquet, MN

Morningside Academy
Seattle, WA

Mystic Valley Regional Charter
Malden, MA

Nay Ah Shing Abinoojiyag
Onamia, MN

Portland Arthur Academy
Portland, OR

Ramah Navajo School Board
Pine Hill, NM

Reynolds Arthur Academy
Troutdale, OR

Rogue River School District
Rogue River, OR

St. Helens Arthur Academy
St. Helens, OR

Standing Rock Community School
Fort Yates, ND

Standing Rock Elementary School
Bismark, ND

USD #428
Great Bend, KS

Western Suffolk Board of Cooperative Educational Services
West Islip, NY

Woodburn Arthur Academy
Woodburn, OR

Foundational skills, Writing, Speaking and Listening, and Language. At the third grade level alone there are enough standards specified in each of those six areas to make a grand total of 77 standards. So much for focus.

Before I let you see what's in store for us, I think we should set the stage for what might be the problem. Although lots of people assume the reading wars are over, they are not. Public schools and especially schools of education are still full of people who are unrepentant proponents of whole language, although they call it balanced literacy now. Many of those folks are in positions of power and influence in state departments of education. They still feel that reading is all about gathering meaning and not at all about sounds, symbols, blending, and phonics. To them, decoding is the least important aspect of reading rather than the necessary prerequisite for understanding. They consider measuring decoding skill to be unimportant, especially compared to the true purpose of reading which is gathering meaning.

If you want to measure skill in decoding, you need to listen to children read aloud and see how well they do it. Measures of oral reading fluency, such as DIBELS, do an excellent job of determining how well students are learning to decode. Everyone can acquire skill in decoding provided they receive the right type of reading instruction — like that provided in Reading Mastery. Lack of accurate and fluent decoding implies the kind of instruction needed — instruction that explicitly teaches decoding skills.

It is a crying shame, but a significant number of American public school children do not acquire skill in decoding during their K-12 education and are thereby handicapped for life. One would think that the major goal of elementary level standards and accountability in reading or English/Language Arts would be to make sure that everyone acquires skill in decoding. A test that showed what schools were not successfully teaching decoding skills would force them to adopt instructional programs that were effective.

However, if you are part of that group that considers decoding to relatively unimportant you would push to have a test that does not measure primarily decoding skill. Instead, you would want a test that focuses on “comprehension” or understanding of text and downplayed decoding skill. Because after all, comprehension is what is really important. So if the people who promote whole language and who fight against using phonics or explicit instruction in reading got control of the process, the standards in third grade wouldn't distinguish between students who were good and bad at decoding as DIBELS does.

Let's look at the standards for reading. One of the six areas is “Foundational Skills.” One of the sub-areas under that is “Fluency.” These only constitute 4 of the 77 standards at each grade level. So they are kind of lost in the woods. But let's look at how these standards show the progression of skills from grade to grade. How carefully do they describe the process of developing correct decoding?

1ST GRADE: CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

3RD GRADE: CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.3.4a Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

CCSS.ELA-Literacy.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

5TH GRADE: CCSS.ELA-Literacy.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.5.4a Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

CCSS.ELA-Literacy.RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

If you wanted to know whether or not students could decode accurately, you would want a standard that specified how fluently students should read. A specific standard for oral reading fluency for first grade would be, “Students will read grade level text at the rate of 60 words per minute with 98% accuracy.” A standard for oral reading fluency goal for fifth grade would be, “Students will read grade level text at the rate of 150 words per minute with 98% accuracy.” Specific standards would let you know who had good decoding skills and who fell short. As

Help us out!

Contribute your story of success with DI! We want to hear from you!

You all have stories and it is time to share them. This is *your journal*—let it reflect your stories!

See the directions on page 2 on how to make a contribution. You'll be glad you did.

you can see above, there is nothing like that in these standards.

What is worse is that the whole language folks, the people who believe in relying on context to figure out the identities of words, have inserted their bad idea into the standards. “Use context to confirm or self-correct word recognition and understanding, rereading as necessary” means it is OK to guess. This is a characteristic of poor readers and it is part of the standards! Students who are constantly self-correcting based on context are remedial readers and this has been put into the standards as an expectation.

The standards themselves are very heavy on comprehension, focused on by most of the other 73 standards. Here are just the nine standards under Literature from grade 3. They expect a ridiculous level and amount of skill from a third grade student.

Key Ideas and Details

CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

Craft and Structure

CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

(RL.3.8 not applicable to literature)

If all you do is ask comprehension questions, then every problem looks like a comprehension problem. When all low performers look like they have comprehension problems, there’s no evidence that we should be focusing on decoding skills.

CCSS.ELA-Literacy.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Really, some of these standards are best addressed in a college level literature class, not in third grade. If the standards do not represent what we think is critical in reading, what about the assessments? What will they look like? These new assessments are being

put together by the “Smarter Balanced Assessment Consortium.” Their new tests will be given in the spring of the school year 2014-15.

After several decades in education I get nervous when terms like smarter and balanced are prominently in the title. Remember when “balanced literacy” replaced whole language? It was precisely not balanced; it was still guessing first, phonics, maybe later. The words “smarter balanced” in the title seems a lot like when a restaurant includes words like delicious, good or tasty in their title, e.g., “Joe’s Delicious Eats.” You begin to wonder—if Joe has to tell you the food is good in the title then apparently he can’t rely on your taste buds to give you this information.

But you say, “These comprehension standards seem better and more rigorous than an oral reading fluency goal.” Yes, they do seem more rigorous, but there is a catch. When students do well on standards like these, we know that they know how to decode and are really smart about understanding what they are reading. That’s good to know. But when students do poorly on standards like this, we have a problem. We can’t tell whether the problem is poor decoding or weakness in comprehension. Without testing for simple decoding skill we can’t tell. If all you do is ask comprehension questions, then every problem looks like a comprehension problem. When all low performers look like they have comprehension problems, there’s no evidence that we should be focusing on decoding skills. Therefore, there is no call to reform the way beginning reading is taught. These standards are clearly not designed to distinguish students who have learned how to decode accurately and fluently from those who are still making many errors.

Now let’s look at the test. Some sample items have been released. Here’s one that does a pretty good job of downplaying the importance of decoding skill:

Read the passage and answer the question that follows it.

The Old Lion and the Fox

An old Lion had teeth and claws that were worn. So it was not so easy for him to get food as in his younger days. He pretended that he was sick. He took care to let all his neighbors know about it. He then lay down in his cave to wait for visitors. And when they came to offer him their sympathy, he ate them up one by one. The Fox came too, but he was very cautious about it. He stood at a safe distance from the cave. He asked politely about the Lion's health. The Lion replied that he was very ill indeed. He asked the Fox to step in for a moment. But Master Fox very wisely stayed outside, and thanked the Lion very kindly for the invitation. "I should be glad to do as you ask," he added. "But I have noticed that there are many footprints leading in. There are no footprints coming out of your cave. Tell me how your visitors find their way out again."

Which sentence from the story tells Fox that Lion wants to hurt him?

- A. An old lion had teeth and claws that were worn.
- B. He then lay down in his cave to wait for visitors.
- C. But Master Fox very wisely stayed outside, and thanked the Lion very kindly for the invitation.
- D. There are no footprints coming out of your cave.

This story and this item are essentially a riddle and a poorly written one at that. It should say, "**Which sentence from the story names the detail that made Fox think that Lion has eaten his previous visitors?**" But that would make it a little bit easier to answer—and that is not the point. If a student can answer the question as written we know the student is smart and can read. It requires making an inference, so the student can do that. If the student does not get the right answer, we don't know why. Maybe the child can't read. Maybe he or she was guessing at the words. Maybe he or she doesn't understand the confusing wording of the question. Maybe the

student just doesn't get the riddle. We can't tell. Can you imagine some adults who can read but wouldn't get the correct answer? (The answer is at the end of this article.)

Unless there is some re-direction in the process of the Smarter Balanced Assessment Consortium, these are the standards and these are the test items that will be used to evaluate schools starting in 2014-15. This kind of item is actually just the tip of the iceberg. There are also plans to include more "performance" items where students create multi-part projects that are

The Smarter Balanced Assessment Consortium is still working and making up items. There is time to become part of the process. The final outcome might not be as bad as it looks.

evaluated on the basis of a rubric. There are plans for multi-day projects to solve problems and write reports. There are plans to show video clips and ask questions about them instead of reading!

We have been down this road before in many states. First, these complex, hard-to-answer tasks are made into high-stakes tests for the states. Everyone takes the tests and way too many students do poorly. The worst scores are seen in areas of low socio-economic status and in areas with high minority populations. Three things happen then.

One, everyone blames the terrible, backward teaching in the inner city schools for failing to give their students modern skills. The suburban schools congratulate themselves on their relative success, which they attribute to their up-to-date teaching methods. Neither of these things are true.

Two, teachers are sent to in-service training in droves to learn to teach in ways that look more like taking the test. Less and less direct and explicit instruction occurs while a great deal of emphasis is put on forcing movement towards more constructivist, project-oriented, students-figure-it-out-for-themselves instruction. A bunch more schools abandon effective Direct Instruction programs because they don't seem to fit the new paradigm. Basic skill instruction suffers but only the teachers and the parents notice. (If anyone else notices, they blame the teachers.)

Three, behind the scenes the problems begin mounting. People running the assessments are uncovering huge problems with reliability of scoring. The state is appalled at the enormous costs for the complex and time-consuming work of scoring these tests.

In a few years, the tests will be abandoned. Not because they hurt the children or the teachers. They will be abandoned because they are too expensive to score and because the administrators who put them into place have now moved on. New tests will be championed by the new bureaucrats and the process will begin again. I've been in this business for a while and seen the whole cycle.

The Smarter Balanced Assessment Consortium is still working and making up items. There is time to become part of the process. The final outcome might not be as bad as it looks.

My personal opinion (I am not speaking for ADI here) is that I no longer think that it is our duty to participate, and make our voices heard, and try to win over the people to as to influence the outcome. I don't think we should try to get Direct Instruction adopted by the people in power. That implies that we accept the outcome if we are outvoted. Some things are too important to leave up to majority rule. Just because there are more supporters of whole language who have elbowed their way to the table does not make them right. A vote does not determine the truth.

Instead, I believe educators and parents should be free to choose how they do things and how the children are taught. It is OK with me if there are schools where teachers teach with constructivist, guide-on-the-side approaches. Parents should be free to send their children to those kinds of schools, if that's what they want. Meanwhile, there should be schools that use Direct Instruction and celebrate explicit lesson delivery and structured classrooms. Parents should be free to choose our kinds of schools as well. There should be schools that teach music or drama as a major part of the day. There should be schools where high school students learn a trade instead of college preparatory math and literature. We should have as many options in education as we do in electronics, and cars, and restaurants, and groceries.

We can't really have different options in an environment where the government has a monopoly in education and government sponsored enterprises have a plan to use the tests to drive instruction in the ways they want. The standards and accountability movement will not help improve education from the top down. Instead, freedom

and choice will allow innovations, such as Direct Instruction, to demonstrate their worth to the customers—parents. Many more parents would choose Direct Instruction—as they did when given a choice in Project Follow Through. *ADI*

A. INCORRECT: This sentence from the story is a detail about the lion, but it does not imply bad intent.

B. INCORRECT: This sentence from the story is a detail about what the lion did, but it does not imply bad intent about the lion.

C. INCORRECT: This sentence from the story is a detail about what the fox did, but it does not give information that explains how the fox knew the lion's bad intent.

D. CORRECT: This sentence from the story is the detail that the fox used to explain how he knew the lion wanted to hurt him.

CHRISTINA COX, Public Relations and Marketing Manager, National Institute for Direct Instruction

Free Online Direct Instruction Research Database

Direct Instruction (DI) programs are based on over 40 years of research on how children learn and the most effective ways to teach. Studies involving DI curricula and its implementation have been conducted with a wide variety of populations, in different settings, and within all subject areas related to the programs. As such, the volume of research on DI is expansive. The National Institute for Direct Instruction (NIFDI) makes this extensive research base more accessible to educators and researchers through a **free online database of over 200 entries**.

Until now, users' ability to search has been limited to keyword, author, research area and year. Now, users have the **ability to search by the type of content the entry covers**, organized into the following categories:

1. **DI Overview and Background** – Textbooks about DI, general books

regarding the program, the history of its development, etc.

2. **Program Effectiveness** – Documentation proving DI's effectiveness.
3. **DI Theory** – The theoretical and experimental work that provided the foundation for the development of the programs.
4. **Implementation Support** – Content with instructions for teachers, studies of implementation fidelity, school reform, administrative issues, etc.
5. **DI Curricula** – A listing of the programs that have been developed.

As a result of these changes, **users can now funnel their queries down to very specific parameters**. For example, a user can search for articles that evaluate the effectiveness of DI reading programs for elementary aged

students and then sort by the year the articles were published to include ones within a specified time span, such as the last five years.

Find the database at www.nifdi.org/di-research-database or by clicking "Research" on the top menu of the NIFDI homepage and selecting "DI Research Database" from the menu on the left-hand side of the page. Options for searching the database, including the selection option for the new content categories, are found at the top of the page. Simply enter your desired parameters and click "go".

The NIFDI Office of Research and Evaluation is continually evaluating and adding content relevant to DI. As a result, the DI Research Database is a **dynamic tool that will regularly expand and evolve** with entries and categories added on an on-going basis.

Feel free to contact NIFDI's Office of Research and Evaluation with questions at research@nifdi.org or toll-free at 877-485-1973. *ADI*

Portland Academy Sticks to the Basics

PORTLAND – In one classroom corner at Arthur Academy charter school, kindergarten students are learning the sounds that letters create.

“The sound is ‘ah,’ teacher Richelle Owen says to a half-dozen students seated in a semi-circle. “When you go back to your seats, you’re going to be practicing the sound ‘ah.’ What sound are we going to practice?”

“Ah,” the students repeat.

In the opposite corner, intervention specialist Jon Luebke shows students photographs illustrating vocabulary words such as “glance,” “frantic,” “reluctant” and “timid.”

All eyes are on Luebke as he tells kids: “Thumbs up if you know which one is ‘timid.’” Kids are enthused, practically rising from their seats to participate in what seems like a game.

In a nearby fourth-grade classroom, students read aloud from “The Tin Woodman” – one of the original Oz stories by L. Frank Baum. When a student stumbles over a word, teacher Kandice Burton stops, says the word correctly, and has the whole class repeat it before moving on.

Repetition, review, group response, fast pacing, audible teacher cues to signal students that it’s time to respond – these are all hallmarks of a teaching method known as “direct instruction.”

Lessons are carefully designed to help students master concepts sequentially, step-by-step. Group recitation lets a teacher hear if everybody has mastered the material or if more teaching is needed.

The method has been around for decades, and it’s often used with special education students. But it’s fallen out of favor with educators in many mainstream classrooms who consider it old-fashioned and uncreative.

But Arthur Academies are popular with parents, who say their kids thrive there.

Casi Howard has two children at the Arthur Academy in the David Douglas School District in east Portland. She brings her kids there from another school district.

She said the academy has helped her son, who has speech problems. He learns by listening to his peers, she said. An Arthur Academy teacher tutored him for free over the summer. The teachers, Howard said, “love all their students for who they are. They do it more for the love of teaching than the love of money.”

Second-grade teacher Kaiti Miller, who’s in her first year at Arthur Academy, knows she could make more in a traditional public school. Teachers on her campus, like those at most charter schools, do not belong to a union. They start at about \$32,000 annually, while beginning teachers in the David Douglas School District start at more than \$39,000.

But she said she gets rewarded every day by her students’ learning.

“It’s not about me. It’s all about them,” she said.

First-grade teacher Jackie Rosales is in her third year at Arthur Academy. She likes the sense of community in the 160-student school, located in a series of green single-story modular buildings on a busy street.

“It would be hard to leave and go back to a big school,” she said. “I care about my students so much.”

The school’s handbook makes an important promise to parents: Teachers will never assign homework that requires parents to teach their kids. Kids learn at school and practice at home.

The handbook also stresses what it calls honest grading: To earn an A, a student must score 95 percent or better. Drop below 80 percent, and a kid must try again for mastery.

“We believe teaching is a technical profession,” said Don Crawford, director of the six Arthur Academy charter schools in Portland and surrounding areas. The elementary schools are named for founder Charles Arthur.

While much of the instruction is scripted, teachers can put their own creative spin on their teaching style – much the same way an actor brings a movie script to life, Crawford said.

Like many charter schools, Arthur Academies are small. At the Arthur Academy in David Douglas, there are just seven teachers, one for each grade level from kindergarten through grade five, and one specialist who works with kids throughout the school. Half the teachers have at least a master’s degree.

Like many charters, Arthur Academy has struggled. In 2008, it was the subject of an investigation after financial woes caused the school to miss payments into the employee retirement fund. But Crawford said those problems have been resolved and school management is now on solid ground.

In fact, he said if Washington state’s charter initiative is successful, Arthur Academy would explore the possibility of opening a school across the Columbia River in Vancouver.

Don Grotting, superintendent of the David Douglas district that sponsors the charter, said the district recently renewed with Arthur Academy for another five years. It’s pleased with the job the charter is doing.

This article originally appeared in The News Tribune on October 21, 2012.

“They have had good results,” he said. “They are prepared and pay attention to detail.”

State test results released earlier this month show David Douglas Arthur Academy scored higher than the district it belongs to. But the charter is less diverse than the school district as a whole, which serves students who speak more than 77 languages at home and has a poverty rate higher than nearby Portland Public Schools.

Other charters – less prepared than Arthur Academy, in Grotting’s eyes – have tried to court the David Douglas district, but haven’t made the cut. He points out that his district was also the first in the state to revoke its contract with a different charter school that wasn’t making the grade.

When charters take their eyes off the goal of helping students succeed, Grotting said, they ultimately fail.

If there’s one thing he’d change about Oregon’s charter law, it would be developing a way to ensure that a charter operator is “in it for the right reasons.”

“I think a lot of charters are doing a lot of great work,” Grotting said. But for others, he said, “it’s an entrepreneurial activity.” **ADI**

DR. JEAN STOCKARD, Director of Research, National Institute for Direct Instruction

NIFDI Awards Research Fellowships

The National Institute for Direct Instruction (NIFDI) is proud to announce the awarding of research fellowships to two graduate students doing research on Direct Instruction. Julie Thompson, a doctoral student in special education at the University of North Carolina, Charlotte, has been awarded funds to study the ways in which Direct Instruction techniques

and curriculum can make instruction more efficient and effective for students with autism spectrum disorder. Her work will examine the use of *Connecting Math Concepts* in small group settings. Jennifer Weber, a master’s student in the Applied Behavior Analysis program at Columbia University, will examine the impact of *Corrective Reading* on reading fluency and com-

prehension of low achieving upper elementary students in a school that uses a behavioral analysis model.

NIFDI Research Fellowships are available for master’s and doctoral students as well as postdoctoral scholars. Applications are accepted on an ongoing basis. Additional information can be obtained on the NIFDI website at <http://www.nifdi.org/research-fellowships> or by e-mailing the NIFDI research office at research@nifdi.org. **ADI**

KERRY HEMPENSTALL, Royal Melbourne Institute of Technology (RMIT)

Reviews supporting Direct Instruction program effectiveness

How does one make judgments about which educational programs/approaches deserve respect and implementation? One can go to the primary sources (original research), although this may be very time-consuming or one may feel unable to critically evaluate research merit. An alternative is to examine reviews of evidence performed by respected sources.

One focus involves whether particular programs incorporate the components considered crucial by relevant authorities. That is, is the approach in question theoretically plausible? Does it have the recommended elements to enable it to succeed?

How does Direct Instruction stack up theoretically?

The National Reading Panel (2000) issued a now-famous report consequent upon a Congressional mandate to identify skills and methods crucial in reading development. The Panel reviewed more than 100,000 studies focusing on the K-3 research in reading instruction to identify which elements lead to reading success.

From a theoretical perspective, each of the National Reading Panel (2000) recommended foci for reading instruction (phonemic awareness, phonics, fluency, vocabulary, compre-

hension) is clearly set out and taught in Direct Instruction literacy programs. An examination of the program teaching sequences in, for example, the *Reading Mastery* and *Corrective Reading* texts attests to their comprehensive nature.

However, these necessary elements are only the ingredients for success. Having all the right culinary ingredients doesn’t guarantee a perfect soufflé. There are other issues, such as what proportion of each ingredient is optimal, when should they be added, how

First published as a blog post on ADI’s blog *Educational Research and Direct Instruction*. <http://www.adihome.org/blog/entry/reviews-supporting-direct-instruction-program-effectiveness>

much stirring, heating, cooling are necessary? Errors in any of these requirements lead to sub-optimal outcomes.

So, it is with literacy programs. “Yet there is a big difference between a program *based* on such elements and a program that has itself been compared with matched or randomly assigned control groups” (Slavin, 2003). Just because a program has all the elements doesn’t mean that it will be effective necessarily. Engelmann (2003) points to the logical error of inferring a whole based upon the presence of some or all of its elements. There is a logical error involved in this argument *If a dog is a Dalmatian, it has spots. Therefore, if a dog has spots, it is a Dalmatian* (Engelmann, 2003). In this simile, the Dalmatian represents programs known to be effective with students. It is possible to analyze these programs, determine their characteristics, and then assume incorrectly that the mere presence of those characteristics is sufficient to ensure effectiveness. Engelmann is thus critical of merely “research-based” programs, that is, programs constructed only to ensure each respected component is somewhere represented. He points out that this does not guarantee effectiveness.

So for a true measure, we must look also for empirical studies to show that a particular combination of theoretically important elements is indeed effective.

The vital question then becomes: Has a particular program demonstrated replicated effectiveness? In what settings, and for what populations?

Below is a collection of the outcomes of analyses of DI.

See also *A Bibliography of the DI Curriculum and Studies Examining its Efficacy* at <http://www.nifdi.org/15/news/126-a-bibliography-of-the-di-curriculum-and-studies-examining-its-efficacy>

And also Shep Barbash’s book *Clear Teaching* at http://www.education-consumers.org/CT_111811.pdf

John Hattie at Melbourne University in his book *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* examines meta-analyses of research studies relating to student achievement, and concludes that Direct Instruction is highly effective.

“No other curricular program showed such consistently strong effects with students of different ability levels, of different ages, and with different subject matters. ... One of the common criticisms is that Direct Instruction works with very low-level or specific skills, and with lower ability and the youngest students. These are not the findings from the meta-analyses. The effects of Direct Instruction are similar for regular ($d=0.99$), and special education and lower ability students ($d=0.86$), higher for reading ($d=0.89$) than for mathematics ($d=0.50$), similar for the more low-level word attack ($d=0.64$) and also for high-level comprehension ($d=0.54$), and similar for elementary and high school students. The messages of these meta-analyses on Direct Instruction underline the power of stating the learning intentions and success criteria, and then engaging students in moving towards these. The teacher needs to invite the students to learn, provide much deliberative practice and modeling, and provide appropriate feedback and multiple opportunities to learn. Students need opportunities for independent practice, and then there need to be opportunities to learn the skill or knowledge implicit in the learning intention in contexts other than those directly taught” (pp. 206-7).

Hattie, J. A.C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London and New York: Routledge.

“In the category of ‘strong evidence of effectiveness’ were several programs. Success for All, with an effect size of +0.52 in 9 studies, had more evidence of strong effects than any other program. Direct Instruction, a whole-class instructional process approach ($ES=+0.37$ in 2 small studies) and Corrective Reading, a remedial small

group form of Direct Instruction ($ES=+0.71$ in 2 studies) were considered together as having **strong evidence** ($ES=+.56$ in 4 studies)” (p.112).

Slavin, R.E., Lake, C., Davis, S., & Madden, N. (2009, June) *Effective programs for struggling readers: A best evidence synthesis*. Baltimore, MD: Johns Hopkins. Retrieved from www.bestevidence.org/word/strug_read_Jun_02_2010.pdf

Have you registered for the 39th National Direct Instruction Conference and Institutes in Eugene, OR? There’s still time to register (and this is a conference you won’t want to miss)!

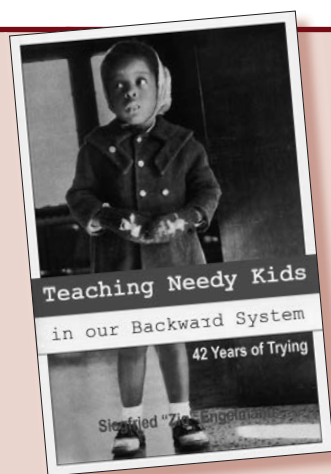
Highlights of this year’s conference include:

- Author’s Gala – a once-in-a-lifetime to spend an evening with the authors of the DI programs honoring their contributions to the field over the last 40+ years!
- 50 Sessions, including 20 New Sessions!
- 36 Industry-leading expert trainers, plus the University of Oregon’s Early Literacy Research Team!
- Graduate and Undergraduate Academic Credit from the University of Oregon

... AND MORE!

“The saga of Direct Instruction (DI) is remarkably similar to the story of Lancaster’s cure for scurvy. Invented nearly 50 years ago, DI is a scripted, step-by-step approach to teaching that is among the most thoroughly tested and proven in the history of education. It works equally well for general education, gifted students, and the disabled, but surprisingly remains little used.”

Stone, J. (2012). Forward. In S. Barbash, *Clear teaching*. Education Consumers Foundation. <http://www.>



Teaching Needy Kids in Our Backward System

The Association for Direct Instruction is proud to publish Siegfried “Zig” Engelmann’s newest book, *Teaching Needy Kids in Our Backward System*. This book chronicles Zig’s history in education. More than just a memoir, the book details how our educational system has failed to embrace solutions to problems the establishment claims it wants to solve. You will find this a fascinating read as well as shockingly revealing.

Cost:
\$32.00 list
\$25.00 member price

To order, see page 40.

education-consumers.org/CT_111811.pdf (p.1).

“Hundreds of studies over 40 years have shown DI to be highly beneficial for a broad range of students” (p.9).

Education Consumers Foundation. (2011). Direct Instruction: What the research says. http://www.education-consumers.org/DI_Research.pdf

The three research syntheses below offer strong support for Direct Instruction programs for beginning readers, struggling readers, and secondary school struggling readers.

Slavin, R.E., Lake, C., Chambers, B., Cheung, A., & Davis, S. (2009, June). *Effective beginning reading programs*. Baltimore, MD: Johns Hopkins University, Center for Data-Driven Reform in Education. http://www.bestevidence.org/reading/begin_read/begin_read.htm

Slavin, R.E., Lake, C., Davis, S., & Madden, N. (2009, June) *Effective programs for struggling readers: A best evidence synthesis*. Baltimore, MD: Johns Hopkins University, Center for Data-Driven Reform in Education. http://www.bestevidence.org/word/strug_read_Jul_07_2009.pdf

Slavin, R.E., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs for middle and high schools: A best evidence synthesis. *Reading Research Quarterly*, 43(3), 290-322. www.bestevidence.org/word/mhs_read_Feb_2008_RRQ.pdf

Florida Center on Reading Research: “Direct instruction is appropriate instruction for all learners, all five components of reading, and in all settings (whole group, small group, and one-on-one).” <http://www.fcrr.org/Curriculum/curriculumInstruction/Faq1.shtm>

“Corrective Reading, a remedial small group form of Direct Instruction, has strong evidence of effectiveness”.

(Slavin, 2009, Best Evidence Encyclopedia)

Slavin, R.E., Lake, C., Davis, S., & Madden, N. (2009, June) *Effective programs for struggling readers: A best evidence synthesis*. Baltimore, MD: Johns Hopkins University, Center for Data-Driven Reform in Education. http://www.bestevidence.org/word/strug_read_Jul_07_2009.pdf

“Reading First focuses on core reading programs in grades K-3. There are only two programs widely acknowledged to have strong evidence of effectiveness in this area: Success for All and Direct Instruction.”

Slavin, R.E. (2007). Statement of Robert E. Slavin, Director Center for Data-Driven Reform in Education. Committee on Appropriations Subcommittee on Labor, Health and Human Services, Education, and Related Activities. Hearings on Implementation of No Child Left Behind. March 14, 2007. Retrieved March 16, 2007, from <http://www.ednews.org/articles/8996/1/Statement-of-Robert-E-Slavin-Director-Center-for-Data-Driven-Reform-in-Education/Page1.html>

“The evidence is pretty much overwhelming,” said Prof Steve Dinham, the Australian Council for Educational Research director for teaching, learning and leadership. “Direct Instruction and explicit teaching is two to three times more effective than inquiry-based learning or problem-based learning.”

Smith, B. (2008). Results back principal’s return to instruction. *The Age*, 10 May, p.8.

“For example, Direct Instruction (DI), a behaviorally oriented teaching procedure based on an explicit step-by-step strategy (ES=.93) is six-and-one-half times more effective than the intuitively appealing modality matched instruction (ES=.14) that attempts to capitalize on learning style differences. Students with Specific Learning Disabilities who are instructed

with DI would be better off than 87% of students not receiving DI and would gain over 11 months credit on an achievement measure compared to about one month for modality matched instruction.”

Kavale, K. (2005). Effective intervention for students with specific learning disability: The nature of special education. *Learning Disabilities, 13*(4), 127-138.

“Across varying contexts, Direct Instruction, the Comer School Development Program, and Success for All have shown robust results and have shown that, in general, they can be expected to improve students’ test scores. These three models stand out from other available comprehensive school reform (CSR) designs by the quantity and generalizability of their outcomes, the reliable positive effects on student achievement, and the overall quality of the evidence. ... These clear, focused, and well-supported school-based models of improvement are in stark contrast to top-down direction and flexibility for educational reform”.

Borman, G. (2007). *Taking reform to scale*. Wisconsin Center for Educational Research Retrieved February 4, 2007, from <http://www.wcer.wisc.edu/>

The American Institutes for Research (2006) reviewed 800 studies of student achievement and of the 22 reform models examined, Direct Instruction and Success for All received the highest rating for quality and effectiveness <http://www.air.org/files/csqr.pdf>. Additionally, Direct Instruction was one of only three programs with adequate evidence for effectiveness in reading instruction. http://www.aasa.org/issues_and_insights/district_organization/Reform/Approach/direct.htm

“There is ample empirical evidence that the Direct Instruction programs have succeeded with a wide range of learners. This has been recognised by diverse groups, for example, the US

Government’s acceptance of the Direct Instruction model as one eligible for funding. The US Department of Education allocates enormous amounts for the implementation of replicable, research based school reform models. Its approved list includes Direct Instruction programs. Direct Instruction programs have also been acknowledged as having the exemplary research base required under the recent USA Reading First Act, 2001 (Manzo & Robelen, 2002)”.

Manzo, K., & Robelen, E. (2002, May 1). States unclear on ESEA rules about reading. *Education Week online*. Retrieved February 14, 2003. <http://www.edweek.org>

Major reviews of the primary research can provide additional surety of program value. In a Department of US Education meta-analysis, *Comprehensive School Reform and Student Achievement* (2002, Nov), Direct Instruction was assigned the highest classification: *Strongest Evidence of Effectiveness*, as ascertained by *quality* of the evidence, *quantity* of the evidence, and *statistically significant and positive* results.

“Its effects are relatively robust and the model can be expected to improve students’ test scores. The model cer-

tainly deserves continued dissemination and federal support.”

Borman, G.D., Hewes, G.M., Overman, L.T., & Brown, S. (2002). Comprehensive school reform and student achievement. <http://www.csos.jhu.edu/crespar/techReports/report59.pdf>

“Reading First focuses on core reading programs in grades K-3. There are only two programs widely acknowledged to have strong evidence of effectiveness in this area: Success for All and Direct Instruction.”

Slavin, R.E. (2007). Statement of Robert E. Slavin, Director Center for Data-Driven Reform in Education. Committee on Appropriations Subcommittee on Labor, Health and Human Services, Education, and Related Activities. Hearings on Implementation of No Child Left Behind. March 14, 2007. Retrieved from <http://www.ednews.org/articles/8996/1/Statement-of-Robert-E-Slavin-Director-Center-for-Data-Driven-Reform-in-Education/Page1.html>

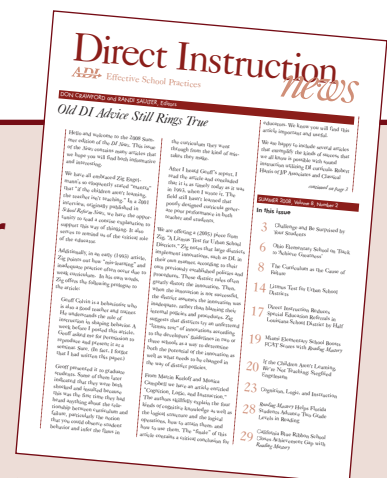
“By using a Direct Instruction approach to teaching, more children

Dear friends in the DI community,

What do you remember most about your first experience seeing or using DI?

You no doubt have plenty of stories to share about your first time with Direct Instruction, whether it was 30 years ago or last month. We hope to hear these stories—and learn from them—on upcoming issues of the DI News.

Send us your responses—short answers are fine—to [Randi Saulter, itsrandi@aol.com](mailto:itsrandi@aol.com). Let us know your name and your affiliation (school, organization, synagogue, rifle club, political party, etc.). Have a good idea for a future question? Let us know that, too! —*Don & Randi, editors*



Available from ADI

Managing the Cycle of Acting-Out Behavior in the Classroom

Geoff Colvin

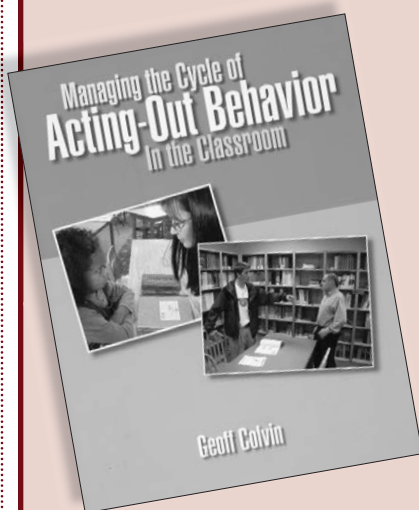
This text is based on Dr. Colvin's 25 years of experience and research in working with the full range of problem behavior. He presents a model for describing acting-out behavior in terms of seven phases.

A graph is used to illustrate these phases of escalating conflict. The information will enable the teacher or staff member to place the student in the acting-out sequence and respond appropriately. Well-tested, effective, and practical strategies are described in detail for managing student behavior during each phase of the cycle. The book also contains many helpful references as well as an extensive set of reproducible forms.

Cost:

\$28.00 list

\$24.00 member price



To order, see page 40.

with learning disabilities, who were thought to be unable to improve in any academic area, can make incredible gains in their schooling.”

“Special Needs Education: Direct Instruction and Special Needs” Department of Psychology, University of Michigan http://sitemaker.umich.edu/delicata.356/direct_instruction_and_special_needs.

Power4Kids

<http://www.haan4kids.org/power4kids/>

“Following the successful models of rigorous medical science, the Power4Kids reading study will be a landmark in education ~ a large-scale, randomized, controlled, longitudinal field trial. It is the second largest study of its kind ever to be conducted in public schools. It is designed to provide conclusive evidence of the effectiveness of quality remedial reading programs, along with determining common learning profiles of students and the best targeted-intervention for each profile. Regardless of the reason a child struggles to learn to read, Power4Kids will provide the information and winning models of how to close the reading gap in our schools. Four (4) highly effective remedial reading programs have been awarded a position in the study by virtue of their scientifically-based evidence of effectiveness. The programs are:

Corrective Reading, Failure Free Reading, Spell Read P.A.T., Wilson Learning Program”

The Council for Exceptional Children provides informed judgments regarding professional practices in the field. The Direct Instruction model was judged to be well validated and reliably used. http://s3.amazonaws.com/cmi-teaching-ld/alerts/17/uploaded_files/original_Alert2.pdf?1301001903

See also under *Current Practice Alerts*: Espin, C., Shin, J., & Busch, T. (2000). Formative evaluation. *Cur-*

rent Practice Alerts, 3, 1-4. Retrieved from <http://TeachingLD.org/alerts>

Direct Instruction is the only model to be recommended by American Federation of Teachers in each of their reviews. “When this program is faithfully implemented, the results are stunning...” (*Seven Promising Reading and English Language Arts Programs*, pg. 9). Direct Instruction is also lauded in *Three Promising High School Remedial Reading Programs*, and *Five Promising Remedial Reading Intervention Programs* (<http://www.aft.org/pubs-reports/downloads/teachers/remedial.pdf>). <http://www.aft.org/edissues/Reading/Resources.htm>

American Federation of Teachers

(1999). *Five promising remedial reading intervention programs*. Building on the best: Learning from what works. Retrieved from <http://www.aft.org/pubs-reports/downloads/teachers/remedial.pdf>

The report *Bringing Evidence Driven Progress to Education: A Recommended Strategy for the U.S. Department of Education* (2002) nominates Direct Instruction as having strong evidence for effectiveness.

<http://www.excelgov.org/displayContent.asp?Keyword=prppeEvidence>

The Center for Education Reform (2003) nominated DI among its “Best Bets.”

“Strong, proven education programs for kids - programs that demonstrate success for more than just a handful of students”

“McCluskey, N. (2003). *Best bets: Education curricula that work*. Center for Education Reform. Retrieved 11/5/2004 from <http://www.edreform.com/pubs/bestbets.pdf>

Better By Design: A Consumers’ Guide to Schoolwide Reform: A report from the Thomas B. Fordham Foundation supports the Direct Instruction model as a viable approach to school-

wide reform http://www.edexcellence.net/library/bbd/better_by_design.html

Reading Programs that Work: A Review of Programs for Pre-Kindergarten to 4th Grade

This independent review included Direct Instruction among six school-wide effective reading models (Schacter, 1999) http://www.mff.org/edtech/publication.taf?_function=detail&Content_uid1=279

Corrective Reading: Decoding and Corrective Reading: Comprehension are among the programs adopted by the California State Board of Education in 1999 after it abandoned the Whole Language model. http://www.cde.ca.gov/cdepress/lang_arts.pdf

Task Force on Improving Low-Performing Schools (American Federations of Teachers, 1999) named Corrective Reading as one of five effective remedial reading interventions.

Marilyn Jager Adams, author of a major text on reading, *Beginning to Read: Thinking and Learning About Print*, commented on Direct Instruction thus: "The research is irrefutable."

The two best known examples of sound research-based practices coming to scale are Direct Instruction (Carnine, Silbert, & Kameenui, 1997) and Success for All (Slavin, Madden, Dolan, & Wasik, 1996).

Foorman, B.R., & Moats, L.C. (2004). Conditions for sustaining research-based practices in early reading instruction. *Remedial and Special Education*, 25, 51-60.

From renowned researcher on effective teaching, Barak Rosenshine, "Reading Mastery is an extremely effective program for teaching decoding to all children. The mean score for 171 students

across six DI schools, who began the program in kindergarten and who remained in the program for four years was at the 49th percentile. I think this is a wonderful finding" (Rosenshine, 2002).

"For more than one third of the models, the CSRQ Center identified only 10 or fewer studies that seemed to be relevant for our review of the overall evidence of positive effects of the models on student achievement. In contrast, one model (Direct Instruction) had more than 50 ... For Category 1, the CSRQ Center rated the models as follows:

- **Two models as *moderately strong*:** Direct Instruction and Success for All
- **Seven models as *moderate*:** Accelerated Schools Plus, America's Choice School Design, Core Knowledge, Literacy Collaborative, National Writing Project, School Development Program, and School Renaissance
- **Six models as *limited*:** ATLAS Learning Communities, Different Ways of Knowing, Integrated Thematic Instruction, Modern Red SchoolHouse, Pearson Achievement Solutions (formerly Co-nect), and Ventures Initiative and Focus System
- **Seven models as *zero*:** Breakthrough to Literacy, Coalition of Essential Schools, Community for Learning, Comprehensive Early Literacy Learning, Expeditionary Learning, First Steps, and Onward to Excellence II".

The Comprehensive School Reform Quality Center (2006). CSRQ Center Report on Elementary School CSR Models. Retrieved from <http://www.csrq.org/CSRQreports/elementaryschoolreport.asp>

A study conducted by researchers at the Florida Center for Reading Research and Florida State University compared Reading Mastery and sev-

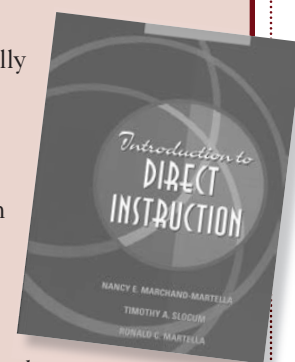
Available from ADI

Introduction to Direct Instruction

Nancy E. Marchand-Martella, Eastern Washington University
Timothy A. Slocum, Utah State University
Ronald C. Martella, Eastern Washington University

FEATURES

- Includes coverage of all academic areas with formats of actual Direct Instruction programs.
- Covers commercially available programs written by Siegfried Engelmann and colleagues.
- Explores the curricular and instructional elements central to Direct Instruction, and explores ways that teachers can extend the principles of DI to new lessons and content information.
- Discusses schoolwide strategies and techniques, explaining how to produce effective school implementation through coaching, supervision, and tutoring.
- Provides direction on how to assess classroom and schoolwide application of Direct Instruction.
- Each chapter is written by an expert in the Direct Instruction field, putting this text on the cutting edge of DI information.

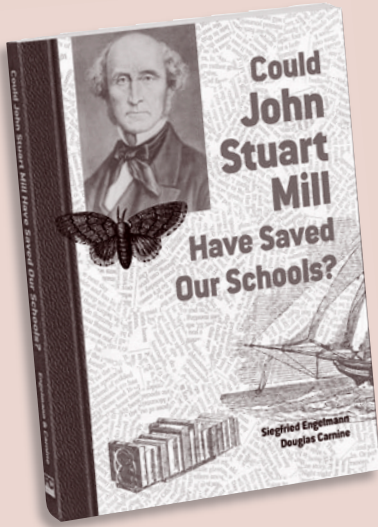


Cost:

\$55.00 list

\$44.00 member price

To order, see page 40.



Available from ADI

Could John Stuart Mill Have Saved Our Schools?

Siegfried Engelmann
& Douglas Carnine

This book is a fascinating read, with many examples and interesting historical asides. It postulates an instructional methodology that could have been ours a century ago had Mill included education as a science and not an art. More importantly, it shows that if today's educators adopt instruction that is consistent with Mill's methods, education could still become a science resulting in our schools improving dramatically.

To order:
Toll Free: 1-800-995-2464
Fax: 1-541-868-1397
Online: www.adihome.org

Cost:
\$25.00 list
\$20.00 member price

eral other core reading programs (Open Court, Harcourt, Houghton Mifflin, Scott Foresman, Success for All). In the study, *Examining the Core: Relations Among Reading Curricula, Poverty, and First Through Third Grade Reading Achievement* (2009), the authors tracked the performance of 30,000 Florida students in first through third grades. "Overall, students in the Reading Mastery curriculum demonstrated generally greater overall ORF growth than students in other curricula. Also, they more frequently met or exceeded benchmarks for adequate achievement in first, second, and third grade. In first grade, regardless of SES status, students generally met adequate achievement benchmarks. Among second graders, on average, only students using Reading Mastery and Success for All met benchmarks, while the lowest scores for students were among those using Houghton Mifflin. In third grade, on average, students did not reach the adequate achievement benchmark. However, Reading Mastery students came closest to the benchmarks because scores among these students were the highest across curricula" (p. 209).

Coyne Crowea, E., Connora, C.M., & Petschera, Y. (2009). Examining the core: Relations among reading curricula, poverty, and first through third grade reading achievement. *Journal of School Psychology, 47*(3), 187-214.

Adams & Englemann's (1996) meta-analysis resulted in an effect size of 0.69 for the 44 acceptable comparisons involving the Direct Instruction program Reading Mastery. Across DI programs, the average effect size for 173 comparisons was 0.87. In White's 1988 DI meta-analysis involving learning disabled, intellectually disabled, and reading disabled students, the average effect size for Direct Instruction programs was .84. A similar meta-analysis of the effectiveness of the whole language approach to reading found an effect size of only 0.09 (Stahl & Miller, 1989). An effect size of 1 means a gain of 1 standard deviation

- equivalent of a year's progress (0.8 is a large effect size, 0.5-0.8 is a medium effect size, and less than .5 is a small effect size).

2004 Florida Center for Reading Research aims to disseminate information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. Its director is well known researcher Joe Torgesen.

"The instructional content and design of *Corrective Reading* is consistent with scientifically based reading research" (p.4).

Torgesen, J. (2004). *SRA Corrective Reading*. Florida Center for Reading Research. Retrieved 16/1/2005 from http://www.fcrr.org/FCRRReports/PDF/corrective_reading_final.pdf

Sally Shaywitz does recommend the REACH System (Corrective Reading, Spelling Through Morphographs, and R&W) for "dyslexic" children in her much publicised book *The Brain and Dyslexia*.

In the Oregon Reading First Center *Review of 9 Comprehensive Programs 2004*, Reading Mastery was ranked number 1. http://reading.uoregon.edu/curricula/core_report_amended_3-04.pdf

To be considered comprehensive, a program had to (a) include materials for all grades from K through 3; and (b) comprehensively address the five essential components of the Reading First legislation.

Program Title

- 1 Reading Mastery Plus 2002
- 2 Houghton Mifflin The Nation's Choice 2003
- 3 Open Court 2002

Others:

Harcourt School Publishers Trophies 2003

Macmillan/McGraw-Hill Reading 2003

Scott Foresman Reading 2004

Success For All Foundation Success for All

Wright Group Literacy 2002

Rigby Literacy 2000

Curriculum Review Panel. (2004). *Review of Comprehensive Programs*. Oregon Reading First Center. Retrieved 16/1/2005 from http://reading.uoregon.edu/curricula/core_report_amended_3-04.pdf

DI for English language learners

The beginning reading programs with the strongest evidence of effectiveness in this review made use of systematic phonics - such as Success for All, Direct Instruction, and Jolly Phonics (Slavin & Cheung, 2003)

Slavin, R.E., & Cheung, A. (2003). *Effective reading programs for English language learners: A best-evidence synthesis*. Center for Research on the Education of Students Placed at Risk. www.csos.jhu.edu/crespar/techReports/Report66.pdf

“The two best known examples of sound research-based practices coming to scale are Direct Instruction (Car-nine, Silbert, & Kameenui, 1997) and Success for All (Slavin, Madden, Dolan, & Wasik, 1996).”

Foorman, B.R., & Moats, L.C. (2004). Conditions for sustaining research-based practices in early reading instruction. *Remedial and Special Education*, 25, 51-60.

Torgesen (2003) suggests there is now a consensus on the most important instructional features for interventions:

- Provide ample opportunities for guided practice of new skills
- Provide a significant increase in intensity of instruction

- Provide systematic cueing of appropriate strategies in context
- Interventions are more effective when they provide appropriate levels of scaffolding as children learn to apply new skills
- Provide systematic and explicit instruction on whatever component skills are deficient: e.g., in reading - phonemic awareness, phonics, fluency, vocabulary, reading comprehension strategies (Torgesen, 2003)

Torgesen, J. (2003). *Using science, energy, patience, consistency, and leadership to reduce the number of children left behind in reading*. Barksdale Reading Institute, Florida. Retrieved 3/5/2004 from http://www.fcrr.org/staffpresentations/Joe/NA/mississippi_03.ppt

The 2000 report to the Department for Education and Employment in Great Britain (McBer: A model of teacher effectiveness) reached similar conclusions about the value of this approach.

DI was originally designed to assist disadvantaged students

But its emphasis on analysing task characteristics and effective teaching principles transcends learner characteristics

DI programs have been shown to be effective for:

- Slow learners
- Disadvantaged
- Intellectual disability
- Gifted
- Learning disability
- Indigenous
- Acquired brain injury
- Language disability
- Deaf Behavioural disorder
- Autism spectrum
- ADHD
- English language learners

Available from ADI

Rubric for Identifying Authentic Direct Instruction Programs

Siegfried Engelmann
& Geoff Colvin

The purpose of this document is to articulate and illustrate most of the major principles or axioms that are followed in the development of Direct Instruction programs. This information is useful for the following reasons:

1. It permits a critic to look at material and judge whether it is true Direct Instruction or some form of imitation that does not adhere to the full set of axioms that characterize true DI.
2. It shows the level of detail associated with what students are told, how they are tested, what kind of practice is provided, and how the material is reviewed and expanded from one lesson to the next.

Direct Instruction programs have an impressive track record for producing significant gains in student achievement for all children. This book provides the reader with an understanding of the critical details involved in developing these effective and efficient programs.

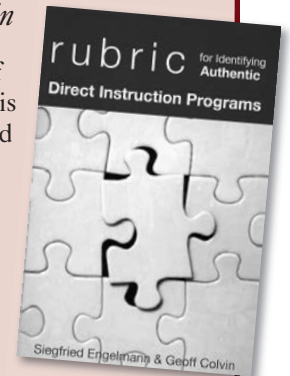
— Doug Carine, Ph.D., Professor, University of Oregon

Cost:

\$15.00 list

\$12.00 member price

To order, see page 40.



Everyone likes getting mail...

ADI maintains a listserv discussion group called DI. This free service allows you to send a message out to all subscribers to the list just by sending one message. By subscribing to the DI list, you will be able to participate in discussions of topics of interest to DI users around the world. There are currently 500+ subscribers. You will automatically receive in your email box all messages that are sent to the list. This is a great place to ask for technical assistance, opinions on curricula, and hear about successes and pitfalls related to DI.

To subscribe to the list, send the following message from your email account:

To: majordomo@lists.uoregon.edu

In the message portion of the email simply type:

subscribe di

(Don't add *Please* or any other words to your message. It will only cause errors. majordomo is a computer, not a person. No one reads your subscription request.)

You send your news and views out to the list subscribers, like this:

To: di@lists.uoregon.edu

Subject: *Whatever describes your topic.*

Message: *Whatever you want to say.*

The list is retro-moderated, which means that some messages may not be posted if they are inappropriate. For the most part inappropriate messages are ones that contain offensive language or are off-topic solicitations.

Many DI programs have been shown effective in:

- **Basic skills:** reading, spelling, maths, language, writing
- **Higher order skills:** literary analysis, logic, chemistry, critical reading, geometry, history and social studies
- **Computer-assisted instruction:** Funnix beginning reading program, videodisc courseware in science and maths.

The combination of effectiveness across learner types and across curriculum areas provides credibility that the model itself is very well founded. Further it demonstrates that effective instruction transcends learner characteristics.

2005 Study rates 22 widely used comprehensive school reform models

<http://www.air.org/news/documents/Release200511csr.htm>

WASHINGTON, D.C. - A new guide using strict scientific criteria to evaluate the quality and effectiveness of 22 widely adopted comprehensive elementary school reform models rates 15 as "limited" to "moderately strong" in demonstrating positive effects on student achievement.

The American Institutes for Research (AIR) report was produced by AIR's Comprehensive School Reform Quality (CSRQ) Center, a multi-year project funded by a grant from the U.S. Department of Education. The *CSRQ Center Report on Elementary School CSR Models* builds on AIR's pioneering work in conducting consumer-friendly research reviews, including *An Educators' Guide to Schoolwide Reform* issued in 1999, and its current work for the What Works Clearinghouse.

"Our purpose in providing ratings is not to pick winners and losers but

rather to clarify options for decision-makers," said Steve Fleischman, a managing director for AIR who oversaw the study. "This report is being issued in the hopes that the information and analysis it provides contributes to making research relevant in improving education."

Collectively, the reform models reviewed serve thousands of mostly high-poverty, low-performing schools nationwide. The review includes such well known models as Success for All, Accelerated Schools, Core Knowledge, America's Choice, Direct Instruction, School Renaissance, and the School Development Program.

AIR researchers conducted extensive reviews of about 800 studies and other publicly available information to rate the models in five categories of quality and effectiveness, including their ability to improve student achievement and to provide support to schools that allowed the model to be fully implemented. The CSRQ Center review framework was developed in consultation with an Advisory Group composed of leading education experts and researchers, and is closely aligned with the requirement for scientifically based evidence that is part of the federal No Child Left Behind Act.

Of the 22 reform models examined, Direct Instruction (Full Immersion Model), based in Eugene, Ore., and Success for All, located in Baltimore, Md., received a "moderately strong" rating in "Category 1: Evidence of Positive Effects on Student Achievement."

Five models met the standards for the "moderate" rating in Category 1: Accelerated Schools PLUS, in Storrs, Conn.; America's Choice School Design, based in Washington, D.C.; Core Knowledge, located in Charlottesville, Va.; School Renaissance in Madison, Wis.; and the School Development Project, based in New Haven, Conn. Models receiving a "moderate" rating may still show notable evidence of positive outcomes, but this evidence is not as strong as those models receiving a "moderately strong" or "very strong" rating.

Eight models earned a “limited” rating in Category 1: ATLAS Communities and Co-nect, both in Cambridge, Mass.; Different Ways of Knowing, located in Santa Monica, Calif.; Integrated Thematic Instruction, based in Covington, Wash.; Literacy Collaborative, from Columbus, Ohio; National Writing Project, in Berkeley, Calif.; Modern Red Schoolhouse, based in Nashville, Tenn.; and Ventures Initiative Focus System, located in New York, N.Y. The “limited” rating indicates that while the CSRQ Center found some evidence of positive effects on student achievement, much more rigorous research and evidence needs to be presented on the model to fully support its effectiveness.

Seven CSR models received a “zero” rating in Category 1: Breakthrough to

Literacy, from Coralville, Iowa; Comprehensive Early Literacy Learning, in Redlands, Calif.; Community for Learning, based in Philadelphia, Pa.; Coalition of Essential Schools, located in Oakland, Calif.; Expeditionary Learning, based in Garrison, N.Y.; First Steps, in Salem, Mass.; and Onward to Excellence II, located in Portland, Ore. A rating of “zero” means that evidence was found to provide a rating for this category, but none was of sufficient quality to be counted as reliable evidence.

None of the 22 models earned a “no” or “negative” rating, which indicate that a model has no evidence available for review, or strong evidence demonstrating negative effects in a given category or subcategory, respectively.

Consumers can visit the CSRQ Center’s Web site (<http://www.csrq.org/reports.asp>) to download the entire report, individual model profiles, or to search the online database to perform side-by-side comparisons of the models reviewed by the CSRQ Center.

About CSRQ Center

The Comprehensive School Reform Quality Center (CSRQ Center, www.csrq.org) is funded by the U.S. Department of Education’s Office of Elementary and Secondary Education, through a Comprehensive School Reform Quality Initiative Grant (S222B030012), and is operated by the American Institutes for Research (AIR, www.air.org). *ADI*

BOBBI JO MURRAY, J/P Associates

Success Stories

J/P Associates Success Stories: The Cedarwood Program and DeQueen Elementary

When it comes to good news in education, JP Associates isn’t shy about sharing, especially when it involves Direct Instruction teaching methods and showcases the success of schools utilizing it. Two different groups who have



long been partners of JP have reaped the benefit of DI in recent days.

First, we have success from the state of Georgia! The Cedarwood Program, a member of the Georgia Network of Educational & Therapeutic Supports (GNETS), is making excellent progress in reading. JP has been working with three of the school in GNETS - Lyons, Baxley and Statesboro.

JP has been partnering with The Cedarwood GNETS Program and providing monthly coaching in the areas of reading and language arts instruction. In addition to instructional coaching and professional develop-

ment, JP has been helping the program implement explicit and Direct Instruction programs, including Reading Mastery, Corrective Reading Decoding, Spelling Mastery, Ravenscourt, and Adventures in Language and Expressive Writing. Additional professional development has been provided to target the building for reading skills – phonemic awareness, phonics, fluency, comprehension and vocabulary strategies. More specifically, JP has provided support and tools in such areas as instructional planning, analyzing student formative data to meet student needs and guide instruction. All content area teachers have been trained in reciprocal teaching, which has allowed for more opportunities to reinforce reading strategies in a cooperative-learning setting.

According to program director Jeannie Morris, “JP’s coaching and the professional learning that goes along with it has made a tremendous difference in regards to the number of students that meet or exceed in the areas of reading and language arts on the CRCT.” Data from the CRCT reading tests clearly

indicate a steady rise in the percentage of students passing since JP's involvement in the program, which began in 2008. Morris has sent a large cadre of teachers to JP's Summer Institutes every year in order to further broaden knowledge and increase instructional skills.

The Cedarwood GNETS Program is one of twenty-four GNETS programs comprising the Georgia Network for Educational and Therapeutic Support (GNETS). The GNETS mission is to

support the local school systems' continuum of services by providing comprehensive special education services and therapeutic support to students with severe emotional and behavioral disorders and students with Autism. The Cedarwood GNETS Program has three school locations in Baxley, Statesboro, and Lyons. The students served at Cedarwood have more severe emotional and behavioral disorders and typically their behavior has impeded academic performance and progress.

Most of the students come to GNETS academically behind and have IQ's in the average, low average to borderline range.

See the graphs to view the steady rate of improvement since 2008. JP is extremely proud of this accomplishment and success by The Cedarwood Program and can't wait to see what the future holds for even greater improvement!

More good news comes from the state of Arkansas. You know a school is doing something right when they get praised by not one but two news bureaus for being spectacular! DeQueen Elementary, a school JP has been partnering with since the 1990's, is getting a lot of well-deserved attention for their success in educating their children.

Student achievement at DeQueen is high ranking, with better than 93 percent of the students scoring as proficient and advanced on the Arkansas math and literacy exams in the spring of 2012. Even more impressive, when those spring of 2012 test results are broken down by student demographics, including white, Hispanic, English-language learners and economically disadvantaged, there are almost no differences.

The teachers at DeQueen follow a Direct Instruction system implemented by JP Associates. The results of this program are hard to argue with – unheard-of success! In particular, JP implemented the Reading Mastery series in grades K-6, Language for Learning in kindergarten including the Spanish version with the transitional classes, and Corrective Reading in grades 3-6. JP provided teacher program training and overview training the first year of partnership and for all new teachers thereafter. DeQueen Elementary sent their reading coordinator and principal to JP's institutes for several years and even participated in additional summer training. All teachers and teacher assistants were coached by JP during the partnership including maintenance training and coaching support for the reading coordinator, who transitioned into being the coach for the school's teachers.

Table 1

Students meeting or exceeding in reading on the CRCT Cedarwood 2011-12

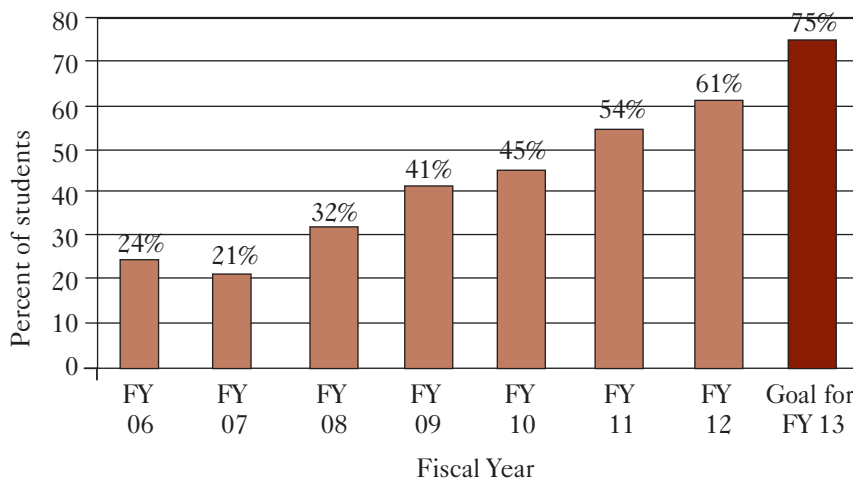


Table 2

Cedarwood GNETS Program

Number of Students Passing the Reading Portion of the CRCT

Grade 3			Grade 6		
White	Black	Other	White	Black	Other
2	1	0	3	1	0
Grade 4			Grade 7		
White	Black	Other	White	Black	Other
1	1	1	4	3	0
Grade 5			Grade 8		
White	Black	Multi-Racial	White	Black	Multi-Racial
4	4	1	5	1	1

38 Students Passed
62 Total Students

Passing Percentage 61%

Says the school's literacy facilitator, Gayla Morphew, "We have closed the gap. When we looked at test scores last year ... we looked at the Hispanic subgroup versus the Caucasian group, and there was no disparity. That's when we knew we had done the right thing. You are really unable to tell statistically which group you are talking about when you look at the numbers." There is a high population of Hispanic stu-

dents at DeQueen Elementary, and JP provided modified support to the professional development training in order to accommodate the needs of the school culture.

Thanks to these results, DeQueen Elementary is a recipient of this year's Dispelling the Myth Award given by The Education Trust, a nonprofit research and advocacy organization based in Washington, D.C.

JP Associates is thrilled to have been a small part of the success of the GNETS and DeQueen programs, and we know more successful results are headed their way. Congratulations to both Cedarwood and DeQueen. We look forward to hearing the next round of good news that is sure to come, because one thing is for sure – Direct Instruction works! **ADI**

MARTIN KOZLOFF, University of North Carolina

MARTIN'S MUSINGS

Some Tables on Lessons, Formats, and Phases of Mastery

Here's my effort to make readily available some of the more important concepts and guidelines in instructional design, to help you to design and evaluate instruction.

Table 1. What features of lessons make the difference for students "getting it" quickly and with few errors? What might you change to make lessons that you design or that you find in commercial programs more efficient and effective?

Table 2. Human beings represent reality with only four to six (depending on your definitions) forms of knowledge—facts, lists, concepts, rules, and routines. All knowledge that humans can communicate (teach), learn, store, and retrieve consists of these forms. Table 2 gives you a quick review of each form and effective formats for teaching each one. You can use Table 2 to help you to design instruction and to evaluate the adequacy of instruction in programs, textbooks, and as delivered by your colleagues. For example, are concepts taught properly?

Table 3. Teachers usually know little about the phases of mastery besides

initial instruction on acquisition—that is, the additional phases of generalization, fluency, integration of elements (e.g., facts, lists, concepts, steps) into larger wholes (e.g., descriptions, explanations, solutions), and retention. Likewise, textbooks and programs may have little instruction on anything but acquisition. Therefore, students end a curriculum with little more knowledge than they started, and whatever they learned, they soon forget. Table 3 helps you to plan instruction on all five phases.

1. What to Look For in Lessons

You can use this table to evaluate and improve lesson-based programs or your own daily lessons.

2. How to Teach Each Kind of Knowledge

Depending on whom you read, there are between four and six kinds of knowledge. Here are ways that human beings represent reality.

1. Concepts are classes of things grouped by certain ways they are the same. Table, furniture, red, color, male, female, fast, forest,

trees. Concepts carve reality into chunks.

2. Facts are statements of the features of individual things (examples of concepts). "Jefferson (subject) wrote the first draft of the Declaration of Independence (predicate—a feature of Jefferson).
3. Lists are an enumeration of facts ("Five facts about Hoboken"); concepts ("Here are five concepts that are used to explain the origin of tyranny"); rules ("The main rules in macroeconomics are..."); steps ("Here are six steps to total independence").
4. Rules are statements of connections among concepts. Not the number of orders for gold and the dollar price of gold a certain day (that would be a fact), but the general relationship between price of gold and orders for gold that is inferred (derived) from and revealed by facts (examples of the rule).
5. Routines: anything performed as steps—solutions, searches, descriptions, explanations, theorizing.

3. Phases of Mastery

Mastery is more than learning something new (acquisition). It also means generalizing knowledge to new examples, using knowledge accurately and quickly (fluently), integrating knowledge elements into larger wholes (e.g. routines), and retaining knowledge.

Table 1

What to Look For in Lessons

Phase of learning or instructional function.

What you want to see. Each task in a lesson should serve a clear instructional function.

1. Review and firm or reteach examples worked on in the last few lessons to: (1) warm kids up for MORE work on that skill (e.g., more examples, new work on fluency or generalization), or (2) firm up elements that will be integrated into a larger whole (r, a, n -> ran).
2. Acquisition. New concept, facts, rule, routine,
3. Generalization of knowledge to new examples.
4. Fluency (accuracy plus speed). All levels.
5. Retention: review and firm or reteach.
6. Expand; e.g., increase length of words or text.
7. Integration of elements into a larger whole (routine).

Comments and suggestions on:

1. Wording. Should be simple declarative statements (“This is...”; “We will...”); consistent wording in the same task and when teaching the same kind of knowledge (“New concept.”); focused on objective.
2. Examples:
 - (a) clearly show relevant features.
 - (b) varied range.
 - (c) juxtaposition to show sameness across examples and difference between examples and nonexamples.
 - (d) teach frequent and regular examples first; e.g., teach m, s, a, before x and ing; teach regular words (sad) before irregular words (said).
3. Scaffolding:
 - (a) pre-corrections. “Remember to...”
 - (b) attention checks. “What are you going to say?”
 - (c) highlighting and other cues (arrows, pointing).
 - (d) graphic organizers (diagrams).
4. Elements of formats; e.g., explicit instruction during acquisition:

Gain attention. “Boys and girls.”

Frame instruction (state task, objective). Now we’ll... When we’re done, you’ll...”

Model/present information (the first example in the acquisition set). “This sound is mmm.”

Lead. “Say it (define it, solve it, write it, spell it) with me.”

Immediate acquisition test. “Your turn to (define it, solve it, write it, spell it).”

Error correction and/or verification. “That sound is rrr. What sound.... Yes, rrr.”

More models/examples from the acquisition set). “Here’s another example of republic. Rome....”

Delayed acquisition test (all examples from the acquisition set)-> go on to next, or firm, or reteach.

“Let’s sound out all our words.”

“Let’s define all our new concepts.”

“When I show a rock, you tell if it is igneous, metamorphic, or sedimentary.”
5. Elements (pre-skills) are taught early, and are reviewed/firmed continually before they are integrated into larger routines that USE the elements.
6. Elements (e.g., say sounds, letter-sound correspondence, segmenting and blending) are integrated into larger routines (e.g., sounding out words, saying words fast).
7. Review at the start and end of lesson; correct errors, reteach as needed.

Table 2

How to Teach Each Kind of Knowledge

	Teaching Facts	Teaching Lists of Facts, Concepts, or Rules—enumerations	Teaching Concepts with verbal definition, synonym, or examples. Use synonyms and examples when a verbal definition would contain words that are too advanced. Later, teach THOSE words and use verbal definitions.	Teaching Rules	Teaching Routines. A routine is anything performed as steps: <ol style="list-style-type: none"> 1. Sounding out words, 2. Solving a math problem, 3. Searching for words in a text (“ant” “said”) in order to answer a literal question (What did the ant say?) 4. Finding and identifying figures of speech in a poem. 5. Stating 6 rules that constitute a theory. 6. Stating 8 facts that constitute a description.
Gain Attention	<p>“Boys and girls. Eyes on me. Show me ready.”</p> <p>“Yes, I love the way...” “Now you’re ready to learn!”</p>	<p>“Boys and girls. Eyes on me. Show me ready.”</p> <p>“Yes, I love the way...” “Now you’re ready to learn!”</p>	<p>“Boys and girls. Eyes on me. Show me ready.”</p> <p>“Yes, I love the way...” “Now you’re ready to learn!”</p>	<p>“Boys and girls. Eyes on me. Show me ready.”</p> <p>“Yes, I love the way...” “Now you’re ready to learn!”</p>	<p>“Boys and girls. Eyes on me. Show me ready.”</p> <p>“Yes, I love the way...” “Now you’re ready to learn!”</p>
Frame the Instruction	<p>1. Tell what you’ll be working on. “Now we’ll...”</p>	<p>1. Tell what you’ll be working on. “Now we’ll...”</p>	<p>1. Tell what you’ll be working on. “Now we’ll...”</p>	<p>1. Tell what you’ll be working on. “Now we’ll...”</p>	<p>1. Tell what you’ll be working on. “Now we’ll explain how solar systems form.”</p>

continued on next page

Table 2, continued
How to Teach Each Kind of Knowledge

<p>2. Tell what they'll do when you are done (objective). "When we're done, you will..."</p>	<p>2. Tell what they'll do when you are done (objective). "When we're done, you will..."</p>	<p>2. Tell what they'll do when you are done (objective). "When we're done, you will..."</p>	<p>2. Tell what they'll do when you are done (objective). "When we're done, you will..."</p>	<p>2. Tell what they'll do when you are done (objective). "When we're done, you will..."</p>	<p>2. Tell what they'll do when you are done (objective). "When we're done, you will explain how solar systems form by saying all the stages in order."</p>
<p>Model and Test</p>	<p>Model. Say the fact. Lead. [If you think they need it.] Test. Students say the fact.</p>	<p>Model. "Here are five (show fingers) facts about.... Get ready." "First fact (one finger).... What is our first fact.... Yes...." Second fact (two fingers).... What is our second fact...." Etc. Test. "Let's do ALL our facts about.. First fact (finger). [Hint? Partial answer?] [Repeat with all.] Later, review again, until students need no hints or punctuation (no "First" and no holding up fingers).</p>	<p>Model. Three ways: <i>a. Verbal definition.</i> (1) "New word/ concept—comet. What's our new word/concept?... Spell comet. ... What's our new word/concept?" ... (2) Tell the definition. "A comet is an icy small solar system bodyⁱ (genus) that sometimes has a thin, fuzzy, temporary atmosphereⁱⁱ and sometimes also a tailⁱⁱⁱ, and orbits the solar system from a few years to hundreds of thousands of years (difference from other solar system bodies)." http://en.wikipedia.org/wiki/Comet (3) Now say/show examples, and point out the features from the definition. "This is a comet. Notice the...." (4) Show nonexamples and point out absence of features. Then do a few more examples for contrast. "This is NOT a comet. Notice it does NOT have..." (5) Test all examples and nonexamples (delayed acquisition test). "Is this a</p>	<p>Model. Two ways: Deductive (rule → examples) and Inductive (examples → rule) <i>a. Deductive.</i> You tell the rule about how things are connected, and then give examples of it. (deductive) (1) <i>Model.</i> "Here's a rule. The farther a solar system object is from the sun, the larger is its orbit." [repeat?] (2) <i>Test.</i> "What's our rule?" correct errors and verify. (3) <i>Examples:</i> "Look here (point). Mercury is the closest planet to the sun. It's orbit is the smallest." [with older kids use numbers, in miles.]</p>	<p>Model. "Boys and girls. Here are the stages by which solar systems form. [Students might read from text.] "Stage one...." [name it and say a few things that happen.] Test. "What is the first stage.... Tell what happens." Correct errors and verify. Model. "Stage two...." [name it and say a few things that happen.] Test. "What is stage two.... Tell what happens." Correct errors and verify. Model. "Stage three...." [name it and say a few things that happen.] Test. "What is stage</p>

comes... How do you know?" [Student use definition.]

Later, work on generalization items.

b. Synonym.

(1) **"New word. Orbit.** What's our new word?... Spell orbit... What's our new word?" ...

(2) **Tell the new word and its synonym.** "Listen, an orbit is a path shaped like a circle that one thing makes around another thing. Again, an orbit is...."

(3) **Test.**

"What's another way to say a path shaped like a circle that one thing makes around another thing." ...
orbit... Yes, orbit IS a path shaped like a circle that one thing makes around another thing."

(4) **Examples of new word and synonym.**

"Listen, the car is making a path shaped like a circle around the house. I'll say that sentence with our new word. The car is making an orbit around the house."

More examples.

(5) **Test.** "Your turn to use our new word. Listen, the moon was making a path shaped like a circle around the sun. Say that with our new word." *The moon was making an orbit around the sun.*
Verification.

(6) **Give examples of USING the new word.** "Here's an orbit. [point.] The earth (one thing) is making a path (this circular line) around another

Earth is farther from the sun than Mercury (point and/or tell distance) and Earth's orbit is larger than the orbit of Mercury."

[More examples.]

(4) *Test.* "Jupiter is farther from the sun than Earth. Which planet has a larger orbit?... How do you know? [students use the rule.] Correct errors and verify.

Later, work on generalization; e.g., the orbits of moons around planets.

b. Inductive.

(1) *Give examples.*

"Boys and girls. Here are facts.

Distance Orbit from sun	
(in million miles)	
Mercury	37 58
Venus	65 108
Earth	93 150
Mars	140 228
Jupiter	484 778
Saturn	884 1427
Uranus	1786 2870
Neptune	2790 4497
Pluto	3627 4914

three.... Tell what happens." Correct errors and verify.

Model. "Stage four..."

[name it and say a few things that happen.]

Test. "What is stage four.... Tell what happens." Correct errors and verify.

Integrate.

"Now let's do all the stages that explain how solar systems form..."
[Prompt students to read from their notes or from text.]

"Stage one..." Correct errors and verify.

Do all the stages.







Now all together.

"Now YOU say the stages all together." Correct errors and verify.

continued on next page

Table 2, continued

How to Teach Each Kind of Knowledge

<p>thing—the sun... Here's the earth's moon (one thing) making a path (circular line) around another thing—the earth." Etc.</p> <p>(7) Give nonexamples. "This is an asteroid (one thing). It is going straight down to another thing—the earth. It is NOT making a circular path around the earth. So, it does not have an orbit."</p> <p>(8) Test all. Use the examples and nonexamples. "Is this object making an orbit?... How do you know?" Students use the idea of circular path.</p> <p>Later, work on generalization items.</p> <p><i>c. Examples and nonexamples only.</i></p> <p>(1) "New word/concept—elliptical. What's our new word/concept?... Spell elliptical. ... What's our new word/concept?" ...</p> <p>(2) Examples.</p> <p>"This is elliptical." </p> <p>"This is elliptical." </p> <p>"This is elliptical." </p> <p>"This is NOT elliptical." </p> <p>"This is not elliptical." </p> <p>"This IS elliptical." </p> <p>(3) Test. Show all examples and nonexamples, and ask, "Is this elliptical?" Correct errors or verify.</p> <p>Later, work on generalization.</p>	<p>Show solar system and give facts for each planet. Tell the rule each time.</p> <p>"Earth is farther from the sun than Venus, and the orbit of the Earth is greater than the orbit of Venus."</p> <p>Have students summarize the facts by saying the rule.</p> <p>(2) Test. Now give new examples—for instance,</p> <p>"Moon A is 2 million miles from Jupiter, and its orbit is 5 million miles. Moon B is 4 million miles from Jupiter. Whose orbit is larger? Moon 1 and Moon 2... How do you know?" [students use the rule.]</p> <p>More examples.</p>
---	--

i http://en.wikipedia.org/wiki/Small_Solar_System_body

ii <http://en.wikipedia.org/wiki/Atmosphere>

iii http://en.wikipedia.org/wiki/Comet_tail

Table 3

Phases of Mastery

	ACQUISITION of Facts, Concepts, Rule-relationships, and Routines.	GENERALIZATION of Facts, Concepts, Rule-relationships, and Routines to New Examples	FLUENT PERFORMANCE of Facts, Concepts, Rule-relationships, and Routines.	INTEGRATION of Knowledge Elements into Larger Wholes, Usually Routines, such as: descriptions, solutions, explanations, logical arguments.	RETENTION of Facts, Concepts, Rule-relationships, and Routines.
<p>Definition</p> <p>The student learns a new fact, concept, rule-relationship, or cognitive routine from the acquisition set (Kame'enui and Simmons, 1990) of examples and perhaps contrasting nonexamples presented and described.</p> <p>With concepts, rules, and routines, the “learning mechanism” (Engelmann and Carmine, 1991) performs a sequence of logical operations (inductive reasoning) on the examples and nonexamples, and induces (figures out) a generalization that summarizes how the examples are the same</p>	<p>The accurate application or transfer of knowledge to new examples—called a generalization set (Kame'enui and Simmons, 1990).</p> <p>The acquisition of knowledge involves inducing (figuring out) a generalization that summarizes the sameness across examples and how nonexamples differ from the examples.</p> <p>Generalization involves <i>deductive inference</i> from the generalization learned during acquisition. For instance, the learning mechanism performs at least the following 3 logical operations.</p>	<p>Accurate, rapid, smooth (nearly automatic) performance.</p> <p>Thinking (self-talk) and other instructions (e.g., written) that were used to guide performance during the phases of acquisition and generalization (e.g., “Okay, first I look at these examples and compare them...”) are “covertized”—hardly noticed if used at all.</p>	<p>The student now performs in sequences (routines) elemental (part) knowledge that was taught earlier. For instance, the student:</p> <ol style="list-style-type: none"> 1. Arranges facts about volcanoes to form a description. “Volcanoes have the following features...” 2. Sounds out words, using elemental knowledge of left → right, sounds that go with letters, saying sounds in a word fast (blending) and saying sounds in a word slowly (segmenting). <p>See run, say rrrruunnn ...run.</p>	<p>Knowledge gained from instruction during acquisition, generalization, fluency building, and integration remains firm (accurate and fluent) despite the passage of time and despite acquiring new and possibly interfering knowledge.</p>	

continued on next page

Table 3, continued
Phases of Mastery

<p>and how the nonexamples are different from the examples.</p>	<p>1. [I learned that....] “All political systems in which the state (government) is considered a public matter, and in which political offices are elected, are (in the category of) republics.” (A concept definition inferred from examples and nonexamples of republics.)</p> <p>2. Flerpazonia (a new instance to be judged.) is a political system in which the state (government) is considered a public matter, and in which political offices are elected.</p> <p>3. Therefore, Flerpazonia is a (in the category of) republics. (Conclusion: deductive inference drawn from the general definition and the new instance.)</p>	<p>3. Writes an essay on the poem “The Chimney Sweeper” by William Blake using elemental knowledge of facts on Romantic poetry, facts on England in the 19th century, rhyme, figures of speech, and symbolism.</p> <p>4. Uses elemental (part) knowledge of place value, multiplication facts, renaming, addition, and numerals that go with numbers (quantities), to perform the routine of multiplication with 2-digit numbers.</p> <p>Use knowledge analysis to determine the elements of a more complex routine. What do have to know—what do you DO—when you sound out a word, write a cogent and informative essay on “The Chimney Sweeper,” calculate the slope and intercept from a table of XY values?</p>
---	---	---

<p>Relevant Instructional Objectives or Aims</p>	<p>Accuracy. 100% correct.</p>	<p>When presented with a generalization set (new but similar examples) students respond accurately and quickly.</p>	<p>Accuracy plus speed (rate), usually with respect to a benchmark.</p>	<p>Accuracy and fluency: all elements are performed proficiently, at the right spot in the routine sequence (that is, in the right order).</p>	<p>When presented with a retention set (a sample of items worked on during instruction on acquisition, or generalization, or fluency building, or integration), students respond accurately, quickly, and smoothly.</p>
<p>Relevant Instructional Procedures</p>	<p>Explicit, focused instruction:</p> <ol style="list-style-type: none"> 1. Clear and concrete objective. 2. Gain attention. 3. Frame instruction: state what is to be learned, and the objectives. 4. Model (demonstrate, explain) examples. <ul style="list-style-type: none"> “This is red.” “Here’s how to sound out this word.” “Here’s the definition of republic.” 5. If needed, lead students to imitate the model. 	<ol style="list-style-type: none"> 1. Review and firm up knowledge to be generalized. 2. Use a generalization set (new examples) that are similar to earlier examples that students learned. 3. Model how to examine new examples to determine if they are the same kind as earlier-taught examples, and therefore can be treated the same way. 4. Assure students they can do it. 5. Provide reminders of rules and definitions. 	<ol style="list-style-type: none"> 1. Model fluent performance. <ul style="list-style-type: none"> “I’ll show you how to read this sentence the fast way.” 2. Provide special cues; e.g., for tempo. 3. Have students perform the fluency set (e.g., sentences, passages, problems) several times (practice). 4. Correct all errors and firm up or reteach weak elements. <ul style="list-style-type: none"> “Let’s practice single-digit multiplication for a few minutes. Then we’ll go back to 2-digit problems.” 	<ol style="list-style-type: none"> 1. Review, firm up, or reteach knowledge elements needed for the routine—as determined from knowledge analysis. 2. If the sequence has few elements and steps, <ol style="list-style-type: none"> a. Model the performance once or twice so that students see what the whole looks like(model). b. Have students perform the modeled sequence with you until they are firm (lead); and then 	<ol style="list-style-type: none"> 1. Every day, before each lesson on a particular subject, review (assess) a sample of what you have already worked on in that subject. 2. Separate instruction on items that may be confusing; e.g., simile and metaphor. 3. Provide written routines or diagrams that students can use to guide and check themselves.

continued on next page

Table 3, continued
Phases of Mastery

<p>6. Test/check to ensure students can do the model.</p> <p>7. Present more examples, and juxtapose several nonexamples with examples.</p> <p>“This is red. This is NOT red.”</p> <p>8. Test all examples and nonexamples used.</p> <p>“Now let’s sound out all our words.”</p> <p>“I’ll give you examples. You say if they are republics or not republics, and how you know.”</p> <p>9. Correct every error.</p> <p>10. At the end of the lesson, review all earlier and newly-taught knowledge.</p>	<p>6. Correct errors, and reteach as needed.</p>	<p>5. Speed drills (practice). Students work towards objectives, such as 90 words read correctly per minute.</p> <p>6. Work on fluency should at first be with <i>familiar materials</i>—text to read, math problems to solve.</p> <p>Why? If you use NEW examples, you are really working on <i>generalization</i>. Therefore, if students do poorly on fluency assessments, you won’t know if they just can’t generalize or whether they were never firm to begin with.</p>	<p>c. Have students perform the modeled sequence on their own. Correct errors or reteach weak elements or steps.</p> <p>3. If the sequence has more than a few elements and steps,</p> <p>a. Model the performance once or twice so that students see what the whole looks like.</p> <p>b. Model the performance again but have students perform only a small part of it (e.g., one step). Repeat until they are firm.</p> <p>c. Repeat step b with students performing more and more of the sequence on their own with the same and then with new examples.</p>
--	--	---	--

<p>Pre-instruction assessment</p>	<p>Assess pre-skills or background knowledge elements essential to the new material. Determine elements through knowledge analysis. Firm or reteach as needed.</p>	<p>Review/test knowledge you want students to generalize.</p>	<p>Measure rate (correct and errors) before instruction on fluency</p>	<p>Review and firm up or reteach knowledge elements.</p>	<p>Review/test knowledge you want students to retain. This would probably be the most current delayed acquisition test—after a lesson or unit.</p>
<p>During-instruction, or progress-monitoring assessment</p>	<p>Immediate acquisition test/check after the model (“This letter makes the sound ffff”) and the lead (“Say it with me.”). The immediate acquisition test/check is, for example, “Your turn. (What sound?” “Is this granite?” “Now, you solve the problem.”)</p>	<p>Add new examples to the growing generalization set. Have students work them.</p>	<p>Frequent (e.g., daily) measure of rate (correct and errors) during instruction on fluency, in relation to a fluency aim or benchmark</p>	<p>Pay close attention to: 1. The proficiency and element and step performed in the routine. Correct? Smoothly done (no gaps or false starts)? “In long division, I will notice the accuracy of estimation, division, multiplication, writing correct numerals, writing correct numerals in the correct spaces, subtraction, performance of the proper next step.” You may have to firm or reteach certain knowledge elements or steps.</p>	<p>Add examples from the most recent lessons and rotate examples from earlier lessons, to form a retention set. Do this every time to assess retention.</p>

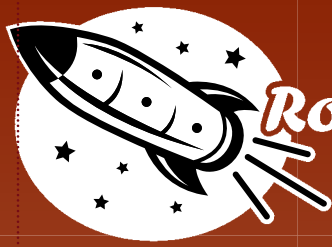
continued on next page

Table 3, continued
Phases of Mastery

<p>Post-instruction, or outcome assessment</p>	<p>Delayed acquisition test using all of the new material. “Let’s read all our new words. First word. What word?...Next word. What word?” Or, “Is this an example of tyranny? [Yes] How do you know?... Is this an example of a republic? [No] How do you know?”</p>	<p>If students have responded accurately to past generalization sets, the latest one given is the outcome assessment.</p>	<p>Rate (correct and errors) at the end of instruction on fluency, in relation to a fluency aim or benchmark.</p>	<p>1. The number of examples of newly taught routines performed proficiently—accurately and quickly. 2. A list of knowledge elements and steps that require firming or reteaching.</p>	<p>If students have responded accurately to past retention sets, the latest one given is the outcome assessment. Use information to firm up or reteach.</p>	<p>You may have to provide additional scaffolding, such as written reminders or models. 2. Persistence of attention and effort through the routine. You may have to build fluency with certain elements or steps so that performance of the whole routine is easier.</p>
---	--	---	---	--	---	--

Engelmann, S., and Carnine, D. (1991). *Theory of Instruction: Principles and Applications*. Association for Direct Instruction Press.

Kameenui, E. J. and Simmons, D. C. (1990). *Designing Instructional Strategies: The Prevention of Academic Learning Problems*. Prentice-Hall.



Rocket Math

The Best Math Facts Curriculum Available Today!

Making a positive impact on kids

Rocket Math is a ten-minute, daily, paper and pencil, worksheet based, supplemental math facts fluency curriculum. It is a uniquely structured curriculum for the sequential practice and mastery of math facts.

Students are brought to fluency and automaticity in a carefully controlled sequence which enables mastery at an individualized pace.

Like Us on Facebook!

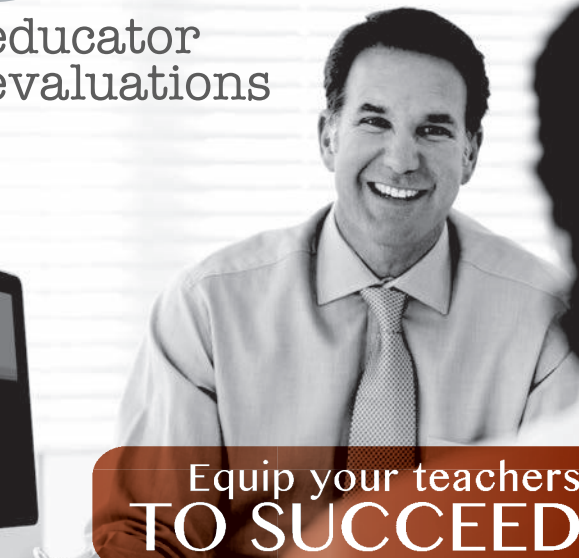


www

Try Now at RocketMath.com



jet educator evaluations



Equip your teachers
TO SUCCEED

Fly with **jet**
FREE for one year!

Try jet educator evaluations for up to 12 teachers (or principals) ONE YEAR for FREE!

Take jet for a test drive and then you decide. We're sure you'll be a customer for life.

efficient, fair, effective
jetevaluations.com

Now Available from ADI...

Keynotes From the 2012 National Direct Instruction Conference Available

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 Eric Mahmoud, and Zig's closing keynote are available from ADI on DVD.

Mr. Mahmoud is Founder and CEO of 4 schools that are grounded in Direct Instruction programs: Seed Academy, Harvest Preparatory School, Best Academy, and Sister Academy. Under his leadership, Harvest Preparatory and Best Academy are two of the best schools in the state of Minnesota at closing the academic achievement gap between white and African American children. In 2011, Harvest Preparatory School was recognized by the Star Tribune as the number one school in the state of Minnesota that is "Beating the Odds." Best Academy 8th grade all-boys program tied for first place in the state for 8th grade reading, Best Academy 3rd grade all-boys program tied for first place in the state of Minnesota for 3rd grade math. In 2011, Best Academy all-boys program closed the achievement gap by outperforming the state white student average in reading and math.

Mr. Mahmoud has recently developed "The Five-Gap Analysis," which parses the achievement gap into five gaps that schools must address in order to close the education gap. He has also developed the "Gap-Closing Framework," which provides a coherent and aligned educational model to accelerate student learning.

His inspiring presentation discusses his history of educational success, as well as how the "Five-Gap Analysis" and the "Gap-Closing Framework" can be used to change the odds for traditionally underserved children.

To order, fill out the form below or order online.

ADI Association for Direct Instruction

P.O. Box 10252, Eugene, Oregon 97440 • www.adihome.org
541.485.1293 (voice) • 541.868.1397 (fax)

Title	Price	Quantity	Total
2012 National Conference Opening Keynotes and Closing Bundle	\$20.00		
<i>Make payment or purchase orders payable to the Association for Direct Instruction.</i>	<i>Subtotal</i>		
	<i>Postage & Handling (\$3.50)</i>		
	<i>Total (U.S. Funds)</i>		

Please charge my Visa Mastercard Discover in the amount of \$ _____

Card # _____ Exp Date _____

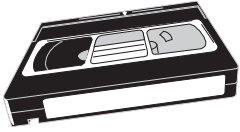
Signed _____

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____



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.

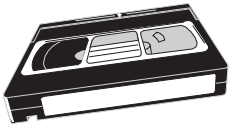
Conference Keynotes

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

continued on next page



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

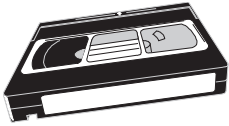
State of the Art & Science of Teaching and Higher Profile, Greater Risks—50 minutes. This tape is the opening addresses from the 1999 National Direct Instruction Conference at Eugene. In the first talk Steve Kukic, former Director of Special Education for the state of Utah, reflects on the trend towards 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

continued on next page



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

Order Form: ADI Videos

Use this chart to figure your shipping and handling charges.

If your order is:	Postage & Handling is:
\$0.00 to \$5.00	\$3.85
\$5.01 to \$10.00	\$4.50
\$10.01 to \$15.00	\$5.85
\$15.01 to \$20.99	\$7.85
\$21.00 to \$40.99	\$8.50
\$41.00 to \$60.99	\$9.85
\$61.00 to \$80.99	\$10.85
\$81.00 or more	10% of Subtotal

Outside the continental U.S., add \$8 more

Send form with Purchase order, check or charge card number to:



ADI, PO Box 10252, Eugene, OR 97440
 You may also phone or fax your order.
 Phone 1.800.995.2464 Fax 541.868.1397

Qty.	Item	Each	Total
	Shipping		
	Total		

Please charge my Visa Mastercard Discover in the amount of \$ _____

Card # _____ Exp Date _____

Signed _____

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____



Books Price List

The Association for Direct Instruction distributes the following Direct Instruction materials. Members of ADI receive a 20% discount on these materials. To join ADI and take advantage of this discount, simply fill out the form and include your annual dues with your order.

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		
Corrective Reading Sounds DVD	\$5.00	\$7.00		
Use this chart to figure your shipping and handling charges. If your order is: Postage & Handling is: \$0.00 to \$5.00 \$3.85 \$5.01 to \$10.00 \$4.50 \$10.01 to \$15.00 \$5.85 \$15.01 to \$20.99 \$7.85 \$21.00 to \$40.99 \$8.50 \$41.00 to \$60.99 \$9.85 \$61.00 to \$80.99 \$10.85 \$81.00 or more 10% of Subtotal Outside the continental U.S., add \$8 more	<i>Subtotal</i>			
	<i>Postage & Handling</i>			
	<i>ADI Membership Dues</i>			
	<i>Total (U.S. Funds)</i>			
	<i>Make payment or purchase orders payable to the Association for Direct Instruction.</i>			

Please charge my Visa Mastercard Discover in the amount of \$ _____

Card # _____ Exp Date _____

Signed _____

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

School District or Agency: _____

Position: _____

e-mail address: _____

Send to ADI, PO Box 10252, Eugene, OR 97440

You may also phone in your order with VISA or Mastercard. Phone 1.800.995.2464. Order online at www.adihome.org



Association for Direct Instruction

P.O. Box 10252, Eugene, Oregon 97440 • www.adihome.org • 541.485.1293 (voice) • 541.868.1397 (fax)

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.

Membership Options

\$60.00 **Regular Membership** (includes one year subscription to ADI publications, a 20% discount on ADI sponsored events and on materials sold by ADI).

\$40.00 **Student Membership** (includes one year subscription to ADI publications, and a 40% discount on ADI sponsored events and a 20% discount on materials sold by ADI).

\$100.00 **Sustaining Membership** (includes Regular membership privileges and recognition of your support in *Direct Instruction News*).

\$200.00 **Institutional Membership** (includes 5 subscriptions to ADI publications and regular membership privileges for 5 staff people).

- ✓ Canadian addresses add \$10.00 US to above prices.
- ✓ Outside of North America add \$20.00 for standard delivery or \$30.00 for airmail delivery.
- ✓ Contributions and dues to ADI are tax deductible to the fullest extent of the law.
- ✓ Please make checks payable to ADI.

Please charge my Visa Mastercard Discover in the amount of \$ _____

Card # _____ Exp Date _____

Signed _____

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

School District or Agency: _____

Position: _____

e-mail address: _____



Now Available from ADI...

COACHES TOOL KIT

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.

The primary set, for use primarily with Reading Mastery I and II and Decoding A contains correction procedures for

- Reading Vocabulary/Sounding Out (Words in Columns)
• Individual Turns
• Comprehension Questions
• Reading Vocabulary (Sound Identification Errors)
• Looping for Sound-It-Out Words
• Word Identification Errors (Group Reading)

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

- Individual Turns
• Comprehension Questions
• Word Identification Errors (Word Attack)
• 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.

Table with 5 columns: Title, Member Price, List Price, Quantity, Total. Includes rows for Coaches Tool Kit, Subtotal, Postage & Handling, and Total (U.S. Funds).

Please charge my __ Visa __ Mastercard __ Discover in the amount of \$ _____

Card # _____ Exp Date _____

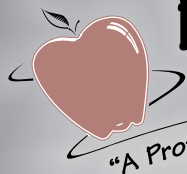
Signed _____

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____



Educational Resources, Inc.

"A Professional Staff Development Company"



Services

- Experts in School-Wide or Single Site Implementations
- Training and Support for:
 - Reading Mastery All Editions
 - Corrective Reading All Editions
 - Spelling Mastery
 - Horizons
 - Connecting Math Concepts
 - Adventures in Language
 - Reading for Success
 - Series Launchers
 - And Many More!
- Administrative Leadership Training
- Research & Evaluation

Products

- Connections
- Remedial Reading Interventions for B1 & B2
- Lesson Fidelity Checklist App for iPad/iPhone
- Training DVD's for RM, CR and more!



- Authorized Reseller for products by Novel Ideas, Inc. including Adventures in Language, Reading for Success, Series Launchers and more!

Contact ERI today for a full catalog and training information!

Marketing Office:

PO Box 770357 • Ocala, FL 34477-0357

Phone 239-699-6782

Visit our Web Site for More Information: www.erigroup.us

Thank you to our Sustaining Members

The ADI Board of Directors acknowledges the financial contributions made by the following individuals. Their generosity helps our organization continue to promote the use of effective, research-based methods and materials in our schools.

Anayezuka Ahidiana

Anita Archer

Jason Aronoff

Tami Bebee

Anne Berchtold

Jim Berchtold

Almitra Berry

Elaine C. Bruner

Cathy Burner

Linda Carnine

Maria Collins

Jim Cowardin

Don Crawford

Mary Damer

Laura Doherty

Cindy Dosier

Donna Dressman

Dr. Rhonda Farkota

Janet Fender

Terri Getty

Richard Gifford

David Giguere

Dick Glatzmaier

Jane Greer

Ray Hall

Tracey Hall

Linda Haniford

Melissa Hayden

Lee Hemenway

Meralee Hoffelt

Daniel Hursh

Debbie and Ken Jackson

Gary Johnson

Dr. Kent Johnson

Kathleen Jungohan

Diane Kinder

John and Pat Lloyd

Janet Lopez

Jacqueline Mault

Ann Moore

Lakysa Mosley

Doreen Neistadt

Jean Osborn

Steve Osborn

Cathy Redelberger

Jan Reinhardtsen

Jan Richardson

Patrice Riggan

Thomas Rollins

Randi Saulter

Ed Schaefer

Carolyn Schneider

Rhonda Schultz

Frank Smith

Pam Smith

Karen Sorrentino

Sara G Tarver

Mary Taylor

Judith Towns

Vicci Tucci

Maria Vanoni

Tricia Walsh-Coughlan

Elizabeth Marie Wampler

Rose Wanken

Cathy Watkins

Wendy Varga Consulting,
LLC

Charles Wood

Linda Youngmayr