

Direct Instruction

NEWS

ADI → Effective School Practices

SARA G. TARVER, Editor, University of Wisconsin, Madison

Practice: A Key to Success

The number of DI success stories continues to grow. This issue of *DI News* includes (a) the stories of two schools that received Wesley Becker Excellent School Awards at the 2004 ADI Conference—Buford Elementary School in Buford, Georgia and Eisenhut Elementary School in Modesto, California; (b) the story of Mountain View Academy in Greeley, Colorado; and (c) the stories of three schools that received Golden Apple Awards from Educational Resources, Inc. (a Direct Instruction company)—Tippens Elementary in Cherokee County, Georgia; Golden Door Academy in Jersey City, New Jersey; and Franklin Academy in Wake Forest, North Carolina.

Many additional success stories are inherent in the accomplishments of the three people who received 2004 Excellence in Education Awards—Lori Agar, Muriel Berkeley, and Karen Davis (see the write-ups of their accomplishments in this issue). Time after time, Lori Agar has demonstrated tremendous academic growth with her students as well as the students of other teachers whom she trained. As President of the Baltimore Curriculum Project, Muriel Berkeley has played a leading role in the evolution of DI schools that now serve as national models, for example, City Springs Elementary. Karen Davis, an outstanding regular and special education teacher, has contributed to the success stories of others through her coauthorship of three Direct Instruction programs as well as her extensive teacher-training endeavors. Kerry Hempenstall, the recipient of the Wes Becker Research Award, has provided a unique service

to all members of ADI, and indeed to all who seek excellence in education, by writing many articles about DI and generously sharing his many reference lists with those who seek references for various purposes. When you want to find out what is known about a particular topic related to DI, just ask Kerry.

All of these success stories rest on the shoulders of a group of Oregon professors who have been instrumental in the development and promotion of the research-based practices that we know today as DI—Doug Carnine, Ed Kame'enui, Zig Engelmann, Deborah Simmons, and others. Their phenomenal success at acquiring funding and conducting research having to do with reading, special education, and violence prevention is discussed in an Associated Press article reprinted in this issue.

In his ongoing column about technical matters of interest to DI teachers, Don Crawford addresses the topic of automaticity in decoding. In his typical clear and easy-to-read style, Don explains some of the complex relationships among automatic decoding, oral reading fluency rate, comprehension, and listening. In so doing, he makes it clear that most reading problems are decoding problems and that most of our attention needs to be focused on that basic aspect of reading instruction.

What we must do to ensure that our students' new skills become automatic is addressed in Daniel Willingham's article titled "Practice Makes Perfect—But Only If You Practice Beyond the Point of Perfection." He tells us

that cognitive scientists have determined beyond any shadow of a doubt that students will only remember what they have practiced extensively and that they will remember for the long term only that which they have practiced in a sustained way over many years. This article supports Zig's longstanding insistence on firming, firming, firming and mastery, mastery, mastery. It also highlights the importance of a particular feature of all DI programs—massed to distributed practice. Intensive massed practice of new

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Direct Instruction News

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Contribute to DI News:

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

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

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

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

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

Book notes: Review a book of interest to members.

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

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

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

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

Completed manuscripts should be sent to:

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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.

Practice...continued from page 1

skills is required initially (e.g., practice of letter–sound correspondences). Sustained or distributed practice in different contexts (e.g., sustained practice of the letter–sound correspondences in a variety of words) over a period of

years is essential to the generalized use of the skill. What Willingham calls “sustained practice” is very similar to what Doug Carnine and his colleagues have advocated as “judicious review.” Make no mistake about it—the kind of practice that Willingham advocates is inherent in DI.

It is important to remember, however, that this practice feature is but one of the many features that make DI so effective. To experience successes like those described in this issue of *DI News*, teachers must use the complete DI programs and deliver all of the parts with expertise and integrity. *ADI*

BOB DIXON



Charter or Not: Curriculum Counts!

Talk radio in the greater Seattle area has been interesting lately. Washington has had at least a couple of referendums written to enact charter schools in this state. Via the mechanism of referendums, the voters have consistently chosen to defeat charter schools. Recently, the state legislature stepped in and enacted charter school legislation. This makes for lively—if overly simplistic—talk radio.

I hear arguments about whether charter schools are good or bad, and about whether they somehow damage the public schools. The latter always seem particularly strange because charter schools *are* public schools. Advocates usually point that out pretty clearly, and opponents ignore it altogether.

Both advocates and detractors of charter schools like to cite “research on charter schools.” We have to remind ourselves, first, that each state has its own charter school law. Some states have “better” laws and some “worse,” by whatever criteria, but generally speaking, each state has *different* charter school legislation. The variability in charter school laws alone would make me a bit reluctant to pay much attention to research that throws all charter schools together. The variability of charter schools *within* a given state is a pretty overwhelming confound for

comparing “charter schools” and “public (noncharter) schools.”

Discussing whether charter schools are a good thing or not isn’t much different than discussing whether *any* schools are good or not. If there is an inherent potential in most charter schools for excellence or for academic child abuse, my view is that given the additional flexibility of charter schools, they have the potential of being among either the best or worst of schools. That is, the range of worst-to-best might be a bit wider on both ends of the spectrum because those running the school have a little more flexibility than noncharter public schools to do a great job or a really lousy job, or anything in between.

If all were going well in the vast majority of regular public schools, there wouldn’t be much of an impetus for charter schools (or for vouchers and the like). Opponents of charter schools sometimes cite evidence, such as SAT scores over a period of years, that on average, the public schools are doing okay. Irrespective of technical problems involved in comparing different tests, this type of *average* information seems marginally useful. We should be raising the average by raising the achievement of those students who linger in and around the bottom quar-

tile. Without doubt, public schools that are fine are...fine.

Setting aside charter schools for a moment, the performance of the worst 25% or so schools is unconscionable. With rare exceptions, the *status quo* goes on and on and on. Schools and schools of education and professors and nearly anyone with determination advance theories on how to fix the low socioeconomic (SES) schools. Almost nothing works. Most obviously, throwing more money *per se* at those schools makes no noticeable difference at all.

To my thinking, the top priority is fixing the low SES schools, using any means available. You can call this point of view considerate conservatism or social liberalism. You can justify it completely on economic grounds because the cost of dealing with uneducated people is astronomical. You can justify it completely on humanitarian grounds because denying a basic education to millions of children in this country is despicably cruel.

With those thoughts in mind, it’s no wonder that just about any proposed solution gets placed differently along a political spectrum, irrespective of the fact—in my view, of course—that there is nothing inherently political about providing poor children with a good education. On average, a good education doesn’t cost more than a poor one. No one is *hurt* when poor children receive a good education. No one advocates anything other than improving upon the education of poor children.

Advocacy is one thing, but knowledge is something else altogether. The tiny,

crucial details of effective instruction involved in nearly continuous interactions between teachers and students are by far the most critical requirements for dramatically (and efficiently) improving the achievement of low SES students. More time for instruction and more money for training and monitoring teachers are certainly desirable, but without the effective and efficient instruction, they're pretty meaningless.

General solutions don't solve problems that are highly specific in nature. Direct Instruction has been demonstrating its effectiveness and efficiency in low SES schools for over 30 years

and has accumulated more evidence of effectiveness than any other instructional approach. But this is less an advertisement for DI than an illustration of the *specific* nature of solutions to specific problems.

So, what does this have to do with charter schools? Nothing, directly. It's senseless to propose charter schools as a general solution to specific problems. It makes sense only to get DI or something very much like it, if there is such a thing, into schools, including especially (to me) low SES schools, and to do so any way possible. In short, I like ordinary public schools in low SES communities if they are highly suc-

cessful at making and sustaining dramatic improvement in achievement. I also like charter schools that do the same thing. I also like Catholic or other parochial schools that do the same thing. Or alternative schools. Or magnet schools. Any schools.

On the radio, they're talking about charter schools frequently. They almost never discuss anything that directly impacts the effectiveness of any kind of school—period. Charter schools are not goals; they are one possible means to a significant goal. I'm afraid the details required for achieving that goal don't make for good talk radio. **ADI**

BRYAN WICKMAN, Executive Director, Association for Direct Instruction

ADI News

I hope that your school year has gotten off to a good start and that your summer was pleasant. I would like to highlight a few of the activities that the Association for Direct Instruction has been involved in over the past several months.

In April our entire staff (Amy, Erica, and I), along with Bob Dixon (the spelling guy), Tom Flom and Wes Robb (two SRA retiree guys), attended the Council for Exceptional Children Convention in New Orleans. We recruited new members to ADI as well as talked to many of our existing members. Right after the CEC Convention Ed Schaefer and Molly Blakely conducted a DI Leadership session. We had 170 participants—our largest Leadership session ever!

We also displayed at the Association for Behavior Analysis conference in Boston. This conference is traditionally held over Memorial Day weekend. There were about 2,000 attendees. What is encouraging about this conference is that most attendees are students in masters or doctoral programs. They have a sincere interest in learning more about effective instructional

approaches and do not have a predetermined agenda. If we can help make these people aware of what can be done in our schools perhaps more inroads can be made in improving the education of our children.

Next came the summer marathon of training conferences sponsored by ADI. Our first conference of the summer was the Southeast Conference. The event was held at the Radisson at the Entrance to Universal Studios. Folks came in from all over the country, taking advantage of the quality training sessions in the daytime and

the various attractions (or distractions as some call them) in the late afternoon and evening.

Our next event was the 30th National DI Conference and Institutes in Eugene. This was a very special conference from many standpoints. For starters, there were 650 participants from around the country. Actually, around the world is more accurate, as people traveled from Australia, Guam, and American Samoa to receive training. Chris Doherty, Director of Reading First from the Office of Elementary and Secondary Education in Washington, DC was the opening keynote speaker. He gave what was rated by long-time attendees (and trainers) as the best keynote they had heard since...well, just insert your



Scene from the Excellence in Education awards dinner.



Bob Dixon presents Betsy Primm with a Wes Becker Excellent School Award for Buford Elementary.

favorite superlative here. He was great. If you didn't get a chance to see him, or if you did see him but would like to get a copy of his talk as well as Zig Engelmann's opening, you can look on page 32 for ordering details. Another high point at the conference was that Zig Engelmann was able to participate. Zig is always so generous with his time at the conference and we appreciate it very much. This year was a bit more of an imposition than in the past as he was in just the third month of recovery from major back surgery. After enduring months of pain he finally had no choice but surgery, which left one of his legs greatly diminished. But he was not going to miss the conference and a chance to be with the educators that work so hard to make his vision of a quality education for all learners a reality. He continues to improve, and I am certain that by next conference he will have put the cane aside and fully recovered.

Also in Eugene we had the honor of hosting Dr. Kerry Hempenstall. He is on sabbatical from his teaching position in Australia and included a stop in Eugene on his itinerary. Kerry presented a session on Research on DI and made himself quite available to anyone that wanted to talk to him. We are so fortunate that he would come the great distance to present at our event.

On a personal note, I was overwhelmed at the Excellence in Education awards dinner when I was recognized for my 25 years of work in support of DI. I was presented with a beautiful crystal trophy by the Board of Directors and a plaque from our local lodging association. Unfortunately I was not informed that this was going to happen and I was left speechless. Those of you who know me find this unbelievable, but just ask anyone who was there. I was stunned. If I had had my wits about me I would have thanked my Board of Directors for their support, Zig for his mentoring, my family for their tolerance, and the membership of ADI for the opportunity to serve them. I think I only got like two out of those four out of my mouth.

After the Eugene conference we went to Chicago for the Midwest DI Conference. There were 140 participants, mostly from Ohio and Kentucky. In fact, Mill Creek School in Louisville sent 35 attendees. On the second day they all wore their official school shirt. It was neat to see so many teachers in a building all on the same page and working together to learn the details of how to teach their students.

Then on to Baltimore for the Atlantic Coast Conference. This event was held at a hotel two blocks from the inner harbor area and right next to the Orioles Ballpark at Camden Yards. On two of the days they were playing and many participants took the chance to see the Birds beat Texas and Anaheim.

We are now in the midst of our fall schedule. ADI has the pleasure of partnering with SRA in offering the Carmel DI Conference (30 years running) as well as a series of Peer Mentoring Trainings throughout the country.

We are now making plans for our summer 2005 training program. At this time we plan on conferences in Eugene, Chicago, Colorado Springs, Baltimore, and Orlando. Dates will be finalized in November. Check our webpage at adihome.org for announcements.

Please know that we stand ready to help our members in any way reasonably possible. Please do not hesitate to call or email us to request assistance. It truly is a pleasure to be of service to you. **ADI**



Zig Engelmann presents an award at the awards dinner.

2004 ADI Excellence in Education Awards

Through our awards program, the Association for Direct Instruction recognizes the educational contributions of individuals and schools utilizing Direct Instruction. This year's recipients demonstrate perseverance, dedication, and profes-

sionalism in delivering the type of instruction they know will be effective with students. A special awards dinner was held at the 30th Annual National Direct Instruction Conference in Eugene, Oregon to honor the recipients.

Awards given included Excellence in Education, the Wes Becker Excellent School Award, and the Wes Becker Research Award. Biographical sketches of the awards recipients appear below. Two schools were recognized this year based on the achievement of their students, and two separate articles about those schools follow.

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.

Adamsville Elementary School
Atlanta, Georgia

AL HOPE Inc.
Columbus, Ohio

Alice M. Curtis Campus
Calgary, Alberta, Canada

Alpha System
Des Moines, Iowa

Altar Valley School District
Tucson, Arizona

American Samoa Department of Education
Pago Pago, Tutuila, American Samoa

Baltimore Curriculum Project Inc.
Baltimore, Maryland

The Barclay School #54
Baltimore, Maryland

Beatrice Public Schools
Beatrice, Nebraska

Bethel School District #52
Eugene, Oregon

Big Lake Elementary
Big Lake, Alaska

Burlington Area School District
Burlington, Wisconsin

Cache Valley Learning Center
Logan, Utah

Carrollton City Schools
Carrollton, Georgia

Center Academy
Flint, Michigan

Cheyenne Mountain Charter Academy
Colorado Springs, Colorado

Chief Leschi Schools
Puyallup, Washington

Chipman Middle School
Alameda, California

Chisago Lakes Area Schools ISD 2144
Lindstrom, Minnesota

Claiborne Parish Schools
Haynesville, Louisiana

Coan Middle School
Atlanta, Georgia

CompuTaught
Marietta, Georgia

Corning High School
Corning, Arkansas

Detroit Advantage Academy
Detroit, Michigan

The Douglas Academy
North York, Ontario, Canada

Dr. Norman Bethune Campus
Calgary, Alberta, Canada

East Side Charter School
Wilmington, Delaware

Educational Resources, Inc.
Cape Coral, Florida

Fort Bragg Unified School District
Fort Bragg, California

Foundations for the Future Charter Academy
Calgary, Alberta, Canada

Frank Elementary School
Kenosha, Wisconsin

Franklin Academy
Wake Forest, North Carolina

Fred Douglass Elementary School
Gretna, Louisiana

Gering Public Schools
Gering, Nebraska

Golden Door Charter School
Jersey City, New Jersey

Hattiesburg School District
Hattiesburg, Mississippi

Hawthorn School District 73
Vernon Hills, Illinois

Heritage Academy
North Augusta, South Carolina

Hinckley Finlayson School District
Hinckley, Minnesota

Hinsdale Community CSD 181
Hinsdale, Illinois

Humboldt Park School
Milwaukee, Wisconsin

The Institute for Effective Education
San Diego, California

J/P Associates
Valley Stream, New York

Jackson Elementary
Medford, Oregon

James Irwin Charter Schools
Colorado Springs, Colorado

Jefferson Elementary School
Monticello, Florida

Kalamazoo Advantage Academy
Kalamazoo, Michigan

Keaau Elementary School
Keaau, Hawaii

Laurel Nokomis School
Nokomis, Florida

Leavenworth Public Schools
Leavenworth, Kansas

Littleton Preparatory Charter School
Littleton, Colorado

Lost River Elementary
Bowling Green, Kentucky

Montgomery Public Schools
Montgomery, Mississippi

Morningside Academy
Seattle, Washington

Mountain View Academy
Greeley, Colorado

Otter Creek Institute
Altoona, Wisconsin

Park Elementary School
Corning, Arkansas

Peterson Elementary School
Montgomery, Alabama

Randolph Magnet Elementary School
Chicago, Illinois

Renfrew Campus
Calgary, Alberta, Canada

Riverside Academy
Cincinnati, Ohio

Rockford School District 205
Rockford, Illinois

SRA McGraw-Hill
Moorestown, New Jersey

Saint Anthony School
Milwaukee, Wisconsin

Santa Fe Public Schools
Santa Fe, New Mexico

School District of Colfax
Colfax, Wisconsin

SELPA, Monterey County
Salinas, California

Shelby County Board of Education/Special Services Center
Alabaster, Alabama

St. Lawrence Campus
Calgary, Alberta, Canada

Sto-Rox School District
McKees Rocks, Pennsylvania

Sussex County Public Schools
Sussex, Virginia

21st Century Preparatory School
Racine, Wisconsin

USU Research Foundation
North Logan, Utah

Village of Excellence Academy
Tampa, Florida

Wilkinson County Board of Education
Irwinton, Georgia

Another special award was given this year to the Executive Director of the Association for Direct Instruction, Bryan Wickman. Bryan celebrated his 25th year of working with and promoting



Bryan Wickman

Direct Instruction. Bryan began his career with Direct Instruction as an intern for Engelmann Becker Corporation at the age of 17. While at Engelmann Becker he performed various tasks such as mail clerk and office manager, and he also worked in the layout and design and programming of the instructional programs. Through these various roles he learned a great deal about the curricular design of the DI programs and also the content and the many other details about the programs. For the past 23 years, Bryan has been with ADI in many capacities since it was formed in 1981 and has been the Executive Director for the past 5 years. The culmination of 25 years of working with DI allows Bryan to thoughtfully answer technical questions about the programs and assist educators and practitioners in other ways such as providing references and resources. Generally, if Bryan can't help you with a problem, he knows just whom to direct you to. Bryan is responsible for setting up and planning the regional conferences that ADI runs throughout the year. He spends a significant amount of time traveling and often comments that he feels quite fortunate in his work in that he is able to help so many educators receive the necessary training to effectively implement DI. Congratulations, Bryan, and thank you for your continued efforts.

Excellence in Education

Lori Agar

Lori Agar teaches special education at Cedar Heights Junior High in Covington, Washington. She currently utilizes the *Connecting Math Concepts*, *Corrective Spelling*, *Corrective Reading*, and *Reasoning and Writing* curricula. Lori also

serves as a curriculum trainer for several DI programs. In reading the letters of reference that accompanied the nomination of Lori for this award, it is quite clear that Lori is an "outstanding instructional leader."

Janet Reinhardtson of Kent School District in Kent, Washington wrote the following essay in support of Lori's recognition.



Lori Agar

It is with pleasure and enthusiasm that I nominate Lori Agar for the Association for Direct Instruction Excellence in Education Teacher of the Year Award. I first knew Lori when she was an undergraduate special education student in courses I

As a sixth-grade teacher she (Lori) would hear from parents and students as they were graduating from high school where they once again thanked her for all she had contributed to their students' success.

taught at Central Washington University. I became reacquainted with her when I became the special education staff development coordinator at ESD 112 in Vancouver, Washington when we were operating a summer clinical training program where we trained approximately 30 teachers every summer and also served over 130 special education students in reading, math, and written language. Lori became one of our three master teachers; the qualifications were that the master teachers be well versed in the Direct Instruction programs and that they were able to teach and supervise other teachers learning the programs. We also wanted master teachers that believed in the

programs and used them in their own classrooms. Lori did an excellent job as one of our master teachers and through her association with our many talented presenters (Direct Instruction trainers and authors from Eugene) she became more proficient in the use of the programs, the foundational principles of the program, and the research.

In the years that followed I often used Lori as a trainer; she did excellent work for the ESD in *Corrective Reading* workshops. She also became involved in working with Bernie Kelly in piloting some of the higher levels of *Connecting Math Concepts* in her sixth-grade class. Because Lori was a very respected teacher within her school district she was often placed in positions of influence, and as a part of the Math Curriculum Committee she worked very hard (although unsuccessfully) to have *Connecting Math Concepts* adopted as their district elementary math curriculum. In addition to math, the district did use *Spelling Mastery*, and again Lori fought a good fight when some in the district felt they needed a change. Lori not only used the Direct Instruction programs in her special education program, but worked hard to see that they were available to general education students. When she became a sixth-grade teacher she brought the programs with her and gained great admiration from the parents of her students who were delighted with the progress their students were making in school. As a sixth-grade teacher she would hear from parents and students as they were graduating from high school where they once again thanked her for all she had contributed to their students' success.

The district Lori worked in adopted a very constructivist philosophy in the selection of their programs, teaching, and instructional methodology. Two of the other sixth-grade teachers wrote a grant to combine their classes, move away from the adopted curriculum, and utilize a more "free floating" student-directed form of programming for the next 2 years...Lori also then wrote a grant gaining permission to continue using all Direct Instruction programs for the next 2 years. The district accepted

the proposals and let all three teachers utilize their preferred practices and curriculum. As you might expect, at the end of the year the results of the one group were disastrous, and Lori's students excelled in all areas, especially math. At the end of the 1st year Lori was called in by her principal and the district curriculum director and was told that she could no longer use any Direct Instruction programs; they were no longer going to be allowed in the district. Lori tried to share the test results but they had no interest in reviewing them; she was told that she could leave the district, but she could not use any Direct Instruction programs. After processing an unsuccessful grievance Lori left the district rather than fighting through continuing grievances to higher levels of the district.

Lori has always wanted to learn more and improve her teaching skills, so she has regularly attended conferences, classes, and workshops to improve her teaching. Lori has attended the Direct Instruction conference in Eugene for many years, and it was at the conference the summer after Lori was forbidden to use the programs that she was offered and took a job with Advantage Schools in Albany, New York. There she did a tremendous job, training teachers in Direct Instruction, grouping students, monitoring performance, and working with parents. I observed her kindergarten students reading well and finishing *Reading Mastery II*. The next year she moved to the Advantage School in Detroit, Michigan, where she again led her teachers and enabled them to make tremendous progress with their students. The school was turned over to another company, and once more Lori faced directors who wanted to use a different curriculum despite the growth the students had made with Direct Instruction.

The last 2 years Lori has been a special education teacher in the Kent School District in Kent, Washington, where she has introduced *Corrective Reading*, *Connecting Math Concepts*, and *Corrective Spelling* to the special education program at her junior high. She is training the other teachers to use the programs, and she models well for other staff what the

combination of a great teacher with a great curriculum can do to help students achieve and reach their full potential. She is a great teacher; the students love her, and the parents believe in her. Her junior high students want her to go with them to the high school because they believe in her and they now believe in themselves because of the achievement they have made in her class. She is a great colleague; she is a leader in her school with both general education and special education teachers. Teachers trust her and listen to her, going to her for advice when students are struggling. The administrators in her building respect and admire her skill and they listen to her and her strong educational beliefs, which she backs up with knowledge and results.

Muriel works unrelentingly to put students, teachers, and administrators in the best possible situation to succeed.

The achievement of Lori's students is her top priority, and she believes in the results she gets with the Direct Instruction programs and the research behind the programs.

Dr. Muriel Berkeley

Muriel Berkeley is the president of the Baltimore Curriculum Project in Baltimore, Maryland. She is a former classroom teacher who helped bring a full immersion DI model to 18 schools in Baltimore.



Muriel Berkeley

Pages of letters were written elaborating on Muriel's dedication and absolute commitment to Direct Instruction; effective teaching practices; and successful students, teachers, and schools. The pages written by Laura Doherty, a project director for

the National Institute for Direct Instruction, summarize the sentiment and knowledge felt by many others.

Over the past 8 years, Muriel Berkeley brought Direct Instruction to tens of thousands of Baltimore City students, raised the bar of training and professional development for Baltimore City teachers, and provided an ego-less model of leadership based on effective practice, compassion, and tenacity to all who work with her. She also played a significant role in bringing scientifically based reading instruction to hundreds of thousands of students nationwide through her work with Reading First.

In 1995, Muriel was charged by the Abell Foundation, the largest funding source of education grants in Baltimore, with finding and bringing the most effective curriculum and practices to the lowest performing schools in Baltimore City. She started the Baltimore Curriculum Project (BCP) and currently serves as its president. Her search led her to Direct Instruction. Because of her persistence, leadership, and heart-felt belief that DI would benefit our students, 18 Baltimore City schools voluntarily adopted DI. She saw achievement soar in many schools, and many people would have been happily satisfied. However, Muriel saw many schools' efforts to implement the programs hindered by requirements—conflicting at worst, time-wasting at best—imposed by the local school administration. After months of team building, lobbying, informing, and enlisting parents, three schools were allowed to have BCP serve as their “operator,” effectively removing a layer of control and bureaucracy hampering Direct Instruction implementations.

The schools operated by BCP, with Muriel at the head, have thrived. City Springs is known nationwide for its stellar academic performance and near miraculous ascent from the bottom of the achievement bucket. Hampstead Hill was recognized by ADI in 2001 as the School of the Year. Collington Square is well on its way to becoming a model school, and two of its students

were recognized this week by the President of the United States for their success in reading.

Muriel works unrelentingly to put students, teachers, and administrators in the best possible situation to succeed. She is constantly seeking out and bringing the best professional development to Baltimore and invites anyone who is interested in participating. She successfully lobbied Mr. Wickman to bring the east coast ADI conference back to Baltimore so that teachers here would not be hindered in getting the excellent training they need and want. She convinced Dr. Reid Lyon and Ed Schaefer, among others, to speak at symposiums offered by BCP to inform and inspire teachers interested in learning more about making our students successful. She enables coaches, teachers, and administrators to travel around the country to various school sights offering models of excellence with Direct Instruction and unique training opportunities.

Dr. Berkeley's profound impact on the students in Baltimore City cannot be overstated. The 18 schools using DI have led the way in raising achievement in our primary grades. For the first time in decades, the median reading score for Baltimore City first graders was above the 50th percentile. It was the leadership shown by the Baltimore Curriculum Project implementing Direct Instruction that put pressure on the school administration to adopt another scientifically based program, *Open Court*.

I admire Dr. Berkeley more than I can say. The things that she has made happen in Baltimore City astound me. Her integrity, compassion for students, teachers, and administrators show that she is an exceptional human being. I have spent so much time in this letter talking about what Muriel has accomplished that I've neglected to state what a joy it is to work with Muriel. She is exceptionally intelligent, fair, fun, reflective, supportive, and energetic. Perhaps, in light of all the wonderful things Muriel has done for education in this city and this country, all of that goes without saying.

Karen Davis

Karen Davis recently retired after beginning her teaching career in Providence, Rhode Island in 1967. She retired from Crest Drive Elementary in Eugene, Oregon. Throughout her career, Karen served as a teacher, consultant, and local coordinator for Project Follow Through. She has taught in a variety of schools with all ages of children. In Eugene, she has taught both special and regular education,



Karen Davis

*For almost 40 years,
Karen has devoted herself
to providing the most
effective and successful
instructional experience
possible for all children.*

Grades K–8. She is an author on the *Horizons Reading* program, *Reasoning and Writing*, and *Your World of Facts*. She is also a consultant with the National Institute for Direct Instruction.

Like the other award recipients for this year, Karen's nomination was supported by a host of letters by a variety of people in different roles. Ann Glang, of the Oregon Center for Applied Science, aptly summarized the thoughts of many with the following words.

I am nominating Karen for an ADI Excellence in Education award for her lifetime contribution to Direct Instruction and to the education of thousands of children. As a DI teacher, trainer, and higher education faculty member, and perhaps most importantly, as the lucky parent of two children who had Karen as a first-grade teacher, I believe she is one of the most outstanding teachers I have ever had the pleasure of watching teach.

For almost 40 years, Karen has devoted herself to providing the most effective and successful instructional experience possible for all children. Many thousands of children have been influenced by her work: those in her classroom, those whose teachers she has trained, and those whose teachers use programs she has helped to create. She has quietly made a significant difference in these children's lives, helping them to be academically successful and ensuring that they are well on their way to success in their future school and life experiences.

Karen has taught in special education and general classroom settings in a variety of schools with all ages and is a master teacher of all DI programs. Students in her classroom love coming to school. Each day, they are provided with a rich experience, in which they are allowed to demonstrate their proficiency in reading, math, and language arts. In both of my daughter's first-grade classes with Karen, there were at least 10 students with virtually no reading skills at the beginning of school. By June, every one of these children was a strong reader, most at the third-grade level. The students in both of these classes who were earlier identified as at risk or in need of special education did not need these services by the end of the school year. Karen's strong teaching made their disabilities disappear!

Students in Karen's classes know that they will also be socially successful. They simply don't have behavior problems. They are taught how to behave and embrace each day for their progress toward developing positive social behaviors. Although Karen has had a number of students identified as autistic, behavior disordered, emotionally disturbed, and learning disabled in her classroom, these students are virtually indistinguishable from students without disabilities in her class. Karen provides the support, structure, and caring needed to help these students meet her very high expectations.

Although the majority of Karen's work has been in suburban schools, she has also demonstrated her proficiency in

teaching and consulting with low-income populations. As a Follow Through teacher, consultant, and coordinator, she consistently demonstrated excellence in helping disadvantaged children excel. This has continued over the past 35 years, with her most recent work in Hawaii with students in low-income schools.

Perhaps the broadest impact of Karen's devotion to excellence in teaching is seen in the programs she has helped to create. Each day, teachers throughout the country use *Horizons*, *Reasoning and Writing*, and *Your World of Facts* with their students. Teachers using these programs, which are proven successful like all DI programs, are making a difference each day for their students.

Sometimes individuals like Karen, who are quietly competent, each day going about the business of making a difference in the lives of children, go unrecognized. I am hoping that the ADI awards committee will recognize her amazing accomplishments, and acknowledge her contributions with a lifetime career award for Excellence in Education.

Wesley Becker *Excellence in Research*

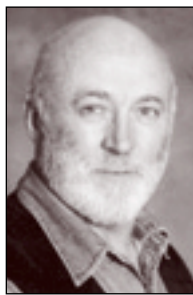
Dr. Kerry Hempenstall

Kerry Hempenstall is a professor in the department of Psychology and Disability Studies at the Royal Melbourne Institute of Technology in Victoria, Australia. Kerry's interest in school

failure developed during his early years as a secondary school teacher. He is interested in preventative and remedial education programs, as well as effective strategies for initiating, maintaining, and evaluating intervention

programs in the school setting. In his acceptance speech, Kerry described his journey in coming to know Direct Instruction. He described himself pre-DI as "unconsciously incompetent" in that he didn't know how little he knew, but as a "math/science person" he knew that the vague nonsense he was hearing about "relationships" and "individual learning styles" was also not computing. "Then Wes Becker arrived on the scene," he says and he was on his way to becoming "consciously competent" and after studying *Theory of Instruction*, "unconsciously competent."

Kerry has authored numerous articles and research papers related to Direct Instruction since that time. His major interest area involves reading failure, phonological processes, and Direct Instruction, and he writes articles related to teaching and learning. On his Web site he says that, "I am concerned that educational decision-making is too often neglectful of empirical research findings, in favour of fashionable, attractive but unsubstantiated



Kerry Hempenstall

approaches." To that end, Kerry has written articles that have been published in the *Australian Journal of Learning Disabilities*, *Behaviour Change*, *Direct Instruction News*, *Educational Psychology*, and *Effective School Practices*, among others. He is an invited referee on several peer-reviewed publications including the *Australian Journal of Learning Disabilities*, *Behaviour Change*, *Educational Psychology*, and the *Journal of Direct Instruction*.

Subscribers to the DI listserv are quite familiar with Kerry's impressive ability to provide references on Direct Instruction research as well as other facets of education. Kerry's responses to inquiries posted on the listserv are always thoughtful, thorough, and concise, and the extensive references he provides allow interested parties to substantiate their claims to effective instructional strategies, as well as queries regarding the details of instruction and specific results with students. Kerry also presented a session at the 2004 National Direct Instruction Conference titled, "Research on Direct Instruction," which described the research base for Direct Instruction and included an examination of Project Follow Through as well as other research on the effectiveness of specific DI programs.

You can access Kerry's Web site at <http://www.rmit.edu.au/departments/ps/staffpgs/hempens.htm> to learn more about Kerry, view his extensive reference list as well as titles of articles he has authored. [ADI](#)

Wesley Becker Excellent School Award

Changing Their Future: Child by Child

As a teacher and administrator in both public and private education for the last 37 years, I have seen numerous instructional programs come and go. Many of the programs have been very expensive to purchase, required

extensive staff development training to implement properly, and produced disappointing results. Buford Elementary School in Buford, Georgia has pioneered the use of a one-on-one, Direct Instruction (DI) reading tuto-

rial program that has been conducted daily by high school students. The DI reading program has required a fairly short amount of training time for the tutors, has been inexpensive to purchase and implement, and has produced remarkable results in the 4 years it has been used.

Buford Elementary School was the first public school in Georgia to initiate a daily tutorial program in which

high school tutors used *Teach Your Child to Read in 100 Easy Lessons* by Engelmann, Haddox, and Bruner to instruct selected elementary school students in reading skills. The effect of this innovative DI project has been astounding in terms of direct student benefit. It has also fostered the adoption and use of a number of commercial DI programs in the Buford City School System and has been successfully replicated in other public school systems in the state.

What Started It All?

The idea for establishing the DI tutorial project using *Teach Your Child to Read in 100 Easy Lessons* originated from a casual comment made by the late Dr. Marie Keel from Georgia State University during the course of a 3-day reading seminar she conducted in January 1999. While discussing the features of various commercial DI programs, Dr. Keel happened to mention the availability of the book *Teach Your Child to Read in 100 Easy Lessons* by Engelmann, Haddox, and Bruner as a resource for parents. She said it contained everything a parent needed to say and do to teach a beginning reader to read. I asked Dr. Keel if she thought that high school students could use the \$25.00 book to tutor primary grade children. She said that she thought that it might be possible to use the book for that purpose. That brief conversation was the genesis of the DI reading tutorial project that would significantly impact the curriculum of Buford Elementary School and change the direction of my professional life.

In July 2000, the Metro East Georgia Learning Resources System (GLRS), the state agency for which I work, was allowed to seek competitive grants to implement new programs to build the academic capacity of public schools in Georgia. The Metro East GLRS Center staff approached Buford City school personnel to discuss the possibility of initiating a daily DI reading tutorial program partnership between Buford Elementary School and Buford High School.

There were several reasons why our GLRS staff considered Buford Elementary School to be a prime candidate for the piloting of the DI tutorial program.

- Buford Elementary, a Title I school, is part of a small school system comprised of a diverse population. The student body is 52% Caucasian, 32% Hispanic, and 15% African American.
- The Buford City School System is composed of four schools. Therefore, every K–2 public school student residing in Buford attends Buford Elementary School.

In spite of our implementation problems and challenges, all but one student that was tutored scored at or above grade level on the Woodcock Reading Mastery Test—R, Form G at the end of the school year.

- Buford Elementary School and Buford High School are less than a mile apart. This proximity is conducive to high school students' being able to travel easily back and forth between the two schools.
- Because of the small size of the school system (2,193 students), many of the teachers and students in the elementary and high schools know each other. There is a true school/community bond both between the two schools and between the school system and the city residents.
- The Metro East GLRS staff and the Buford City School System staff have had a long, positive working relationship.
- Buford Elementary School has an enrollment of approximately 408 students in kindergarten through second grade. The school is defined by friendliness, security, competence, and caring. The environment

is attractive, inviting, welcoming, and orderly. The teaching staff is comprised of a good balance of young teachers and veteran teachers. The veteran teachers have taught many of their current students' parents.

- The faculty and administrators at Buford Elementary School have a reputation for being open to exploring innovative programs to meet the needs of the school's economically, racially, and ethnically diverse student population.

Buford Elementary School's culture of competence and caring, combined with the above-stated factors, made it an excellent candidate for establishing the DI reading tutorial program. The school received a \$10,000 Capacity-Building grant through Metro East GLRS, and the DI reading tutorial program began in October 2000.

Year One: Problems and Progress

The 1st year of the project implementation was a challenging and exciting one. The elementary school teachers were understandably skeptical about the program because there was no other DI program being used at that time in the entire school system. The first positive step that occurred was that the program was given a name: the SRA Tutorial Program. The faculty was familiar with SRA reading labs, and the cover of *Teach Your Child to Read in 100 Easy Lessons* prominently states that the book is an adaptation of a program published by SRA. Using SRA in the program title gave the program credibility with the faculty. Also, the title was short and easy to remember. A program supervisor was appointed at the elementary school and at the high school, and each was paid a \$1,000 stipend for the year to oversee the daily after-school implementation of the program and to communicate with each other as needed. Had it not been for the dedication of Mrs. Lynn Lane, the second-grade teacher who also was the SRA tutorial program supervisor at the elementary school, the project would not have continued beyond its 1st year.

High school tutors were chosen to work 1 hour after school and were paid \$5.50 daily from the grant funds. The students selected to be tutored were all enrolled in the after-school “Wolf Pack” program that the elementary school offered, and they had been identified as needing reading help by the child’s first- or second-grade teacher. Mrs. Lane, the tutorial program supervisor, also was the supervisor of the “Wolf Pack” program. Each tutor was assigned two students with whom the tutor worked on a one-on-one basis for approximately 30 minutes daily. The Metro East GLRS staff provided DI training to the tutors, known as “reading buddies,” and provided ongoing follow-up coaching and support throughout the year both to the tutors and to the faculty members supervising the tutorial project.

The most important lessons the tutorial program implementers learned during the pilot year were that the program worked and that changes needed to be made the following year. The changes that needed to be addressed were as follows:

- Better screening of tutors at the high school
- More involvement by the high school supervisor to address tutor absences, appropriate dress, and conduct
- Enhancing the motivation for high school students to become involved with the program. Money wasn’t enough of a motivator.

In spite of our implementation problems and challenges, all but one student that was tutored scored at or above grade level on the Woodcock Reading Mastery Test—R, Form G at the end of the school year. These test results, combined with the positive evaluations from the children’s classroom teachers, convinced Buford Elementary School’s principal, Mrs. Joye Merritt, to apply for a \$10,000 continuation grant for the 2000–01 school year.

2001–Present: Getting and Keeping the DI Reading Tutorial Act Together

During the summer before the start of the 2001–02 school year, selected staff and administrators from Buford High School, Buford Elementary School, and Metro East GLRS met on several occasions and made the following changes in the program:

- The teacher for the Work-Study Program at the high school became the high school supervisor. She was assigned the responsibility for selecting and overseeing the high school tutors.

The results of this pioneering effort by Buford Elementary School have been beyond anyone’s expectation. They have been far-reaching not only for the students involved but in a number of other ways as well.

- The time of the tutorial program was changed so as to occur during the school day. The elementary school teachers agreed to this decision because of the progress experienced by their students who were tutored the previous year, and it allowed the elementary teachers to select students for tutoring who couldn’t stay after school due to transportation issues.
- The criteria for selection of tutors was tightened to include a recommendation by a candidate’s teacher, no record of excessive absences, and no record of serious or persistent behavior problems.
- High school tutors received Work-Study class credit for their tutorial work and were paid \$2.75 per day for tutoring one child. This change provided a major incentive for the tutors and gave the high school supervisor much more leverage in

dealing with the tutors because she was the person who determined each tutor’s grade in the students’ Work-Study class.

- Teachers, counselors, and administrators worked together to adjust schedules of both high school tutors and elementary school struggling readers. The project supervisors from the two schools agreed to work closely with each other and with the school administrators to minimize potential miscommunication and maximize instructional time on task during each tutorial session.

With these changes in place, the tutorial program began in August 2002 and is still operational on a daily basis. Beginning with the 2nd year of the program, each elementary school student in the program was administered a standardized pre- and posttest. The tests used were selected subtests of the Woodcock Reading Mastery Test—R, Forms G and H. Both the pre- and posttests were given by a staff member from Metro East GLRS. The posttest was administered as soon as possible after a child completed the last lesson of *Teach Your Child to Read in 100 Easy Lessons*.

Results

The results of this pioneering effort by Buford Elementary School have been beyond anyone’s expectation. They have been far-reaching not only for the students involved but in a number of other ways as well. The results are discussed below.

For the Buford Elementary Students Completing the DI Reading Tutorial:

As of May 25, 2003 a total of 42 students had completed all the lessons in the Engelmann, Haddox, and Bruner book. The overall group summary report states the following:

Average length of time in the program:	5.22 months
Average gain in Word Identification:	8.38 months

Average gain in Passage
Comprehension: 11.69 months

As of April 30, 2004 a total of 14 *additional* first-grade students have completed the DI tutorial program lessons during the 2003–04 school year. The average results for these 14 additional students are as follows:

Average length of time
in the program: 5.25 months

Average gain in
Word Identification: 9.4 months

Average gain in Passage
Comprehension: 14.2 months

These test score gains are even better than the gains that students experienced who completed the DI tutorial program between August 2001 and May 2003.

For the High School DI “SRA” Tutors:

Although there are no quantitative scores to measure the impact on the high school students who served as the DI tutors in delivering the contents of *Teach Your Child to Read in 100 Easy Lessons*, several qualitative factors are significant.

- One student presented the tutorial program as her project at the Family/Community Career Leaders of America national conference in Minneapolis, Minnesota and won the first place gold medal.
- Several tutors received college scholarships partly as a result of the favorable letters of recommendation written by staff from the Metro East GLRS center familiar with the individual tutor’s responsible, mature manner and positive attitude in presenting the DI tutorial lessons.
- The tutors’ own words present the best evidence to the manner in which being a DI “SRA” reading tutor has affected them personally.

For Buford Elementary School:

Because of the positive results that the faculty and administrators observed

with the students who were involved with the DI reading tutorial program, the kindergarten teachers decided to review information on SRA’s *Language for Learning*. They met with the principal, Mrs. Merritt, who approved implementation of a pilot program using *Language for Learning* with “at-risk” kindergartners during the 2001–02 school year. The pilot program results were impressive enough that in 2002–03 *Language for Learning* became a part of the language arts curriculum of all nine of the school’s kindergarten classes. A pre- and posttest random sample measure of 68 of the school’s 144 kindergarten students who partici-

The pilot program results were impressive enough that in 2002–03 Language for Learning became a part of the language arts curriculum of all nine of the school’s kindergarten classes.

pated in *Language for Learning* instruction in their classrooms during the 2002–03 school year revealed striking results. Specifically, the student test sample demonstrated a 14.7 percentile average gain in the students’ language quotient during the academic year as measured by the Test of Language Development-3, Forms A and B.

This year Buford Elementary staff has implemented a pilot program using SRA’s *Language for Thinking* DI program in selected first- and second-grade classrooms. Although the posttest results of the *Language for Thinking* pilot program are not yet available, teachers whose classrooms were NOT included in the pilot program have approached Mrs. Merritt and requested that they be allowed to incorporate *Language for Thinking* into their language arts curriculum next year! The school’s use of both of these DI classroom programs directly resulted from the successful implementation of the DI reading

tutorial program and from the cooperation and professional respect that faculty and administrators exhibit toward each other.

In 2003, the Georgia Department of Education named Buford Elementary School as a Georgia School of Excellence. According to the Georgia State Superintendent of Schools, Mrs. Kathy Cox:

This award gives recognition to schools that are the best of the best in Georgia. Being selected as a Georgia School of Excellence is one of the highest honors our public schools can receive.

Buford Elementary is the first school in the Buford City School System *ever* to attain this honor.

Although there are many reasons for Buford Elementary School’s being honored as a 2003 Georgia School of Excellence, the Selection Review Panel specifically featured the reading tutorial program in the printed Awards Night state program. Buford Elementary School’s innovative implementation of the DI tutorial program was a definite factor in its being recognized as one of the state’s outstanding public schools. Additionally, Mrs. Merritt received notification last month that Buford Elementary School has won a School Bell Award for its innovative DI reading tutorial program. This award is given yearly by the Georgia Association of Elementary School Principals.

For the Buford City School System:

When the DI reading tutorial program started in 1999, no school in the entire Buford school system used any commercial DI programs. As of this school year, Buford Elementary has implemented both *Language for Learning* and *Language for Thinking* and is considering a *Funnix* tutorial for students with limited English skills. Buford Middle School has adopted *Corrective Reading*. The Special Education Department is also using *Reading Mastery Plus* as well as *Language for Learning* and *Language for Thinking*.

For Other School Systems in Georgia:

One of the most gratifying results of the DI reading tutorial program at Buford Elementary is that it has become a model for other school systems in Georgia. Two urban elementary schools in neighboring DeKalb County have implemented a tutorial program for struggling first graders. High school tutors use *Teach Your Child to Read in 100 Easy Lessons* to work with young students who are having difficulty with reading. Several rural school systems in Georgia have also implemented the “Buford Model” for DI reading tutorial instruction this academic year and have reported very positive results.

Summary

The successful implementation of the DI reading tutorial program resulted from the collaboration of two representatives each from Buford Elementary School, Buford High School, and the Metro East Georgia Learning Resources System. This group of six was able to establish and maintain the program because the

members shared a clear vision, a common purpose, and mutual respect for each other’s personal and professional skills and knowledge. By training high school students to deliver effective DI reading instruction, the group avoided the potential problem of teacher resistance that school implementers often encounter when DI programs are first introduced in a school. Certified teachers didn’t feel professionally threatened in any way by high school tutors. They simply perceived them as providing extra help for struggling students.

However, when certified teachers saw for themselves the improvement in reading that their students receiving DI tutorial instruction demonstrated, they became interested in the DI methodology. The effectiveness of the DI tutorial program led to the elementary teachers being open to investigating the use of DI commercial classroom programs such as *Language for Learning* and *Language for Thinking*. The positive results from a small *Language for Learning* pilot program that kindergarten paraprofessionals implemented developed the

belief among teachers at Buford Elementary School that DI programs were appropriate for use with the students in their classrooms.

The strengthened partnership that the DI reading tutorial program built between Buford Elementary School and Buford High School has resulted in teachers, parents, paraprofessionals, and administrators throughout the entire school system becoming more informed about the benefits of DI methodology. The quantitative and qualitative benefits of the DI reading tutorial program have resulted in new implementations of DI programs both within the Buford City School System and in other school systems in Georgia.

The inexpensive and relatively easy implementation of a DI reading tutorial program based on the “Buford Model” has provided a window of opportunity for a school to experience the benefit of DI with minimal risk and with the potential for great reward. The possibilities it offers for individual students and schools are truly endless. **ADP**

PATRICIA ELSTON, Eisenhut Elementary

Wesley Becker Excellent School Award

Eisenhut Elementary School: An Example of the Power of Direct Instruction

If you ask the staff at Eisenhut Elementary School in Modesto, California what has made the greatest difference in student learning, they will say Direct Instruction programs. Since the implementation of Direct Instruction programs there has been a change in the way all instruction is being delivered at the school. Teachers at Eisenhut School have incorporated direct instruction strategies into the way they teach each subject and program during the school day. The results have been impressive.

DI’s *Reading Mastery I* through *III* and *Reading Mastery Fast Cycle I/II*, *Horizons C/D*, *Language for Learning*, *Corrective Reading Decoding*, *Corrective Reading Comprehension*, *Reasoning and Writing*, and *Corrective Mathematics* are being used to accelerate learning for all students. These programs have enabled students to reach their potential. The strategies that teachers have learned in teaching these programs are carried over into all aspects of the curriculum. There is a focus on active engagement of all students as well as mastery learning.

Eisenhut Elementary School is located in Modesto, California, a city of approximately 180,000 in California’s central valley. The enrollment includes approximately 426 students from kindergarten through sixth grade including intermediate-level special day classes. The school, a Target Assisted Title I school, serves a diverse community. Thirty-one percent of the students are Hispanic, 11% African American, 10% Asian and Pacific Islanders, and 44% white. Eleven different first languages are spoken by the 104 English learners. With the eagle as the mascot, “Soaring to the Limits,” the school motto, exemplifies the spirit of the Eisenhut School community. When the Academic Performance Indicators showed that the site was not meeting its goal, the staff took a long hard look at its program.

The Effort to Improve

Change began as part of an effort to improve scores districtwide in the Stanislaus Union School District. The district was looking for a research validated program to meet the needs of its struggling students. After much discussion, the District Language Arts Committee selected Direct Instruction as an intervention program. The focus was to be on students in Grades 3 and above who demonstrated below-grade-level reading skills and on all kindergarten through second graders in an effort to prevent them from falling behind.

Eisenhut began in the fall of 2000 with *Reading Mastery* in kindergarten and *Reading Mastery Fast Cycle* in first and second grades. Placement tests were administered and groups were formed. The *Corrective Reading Decoding* program, added in January 2001, was taught to students below the 50th percentile on the SAT9 in Grades 3 through 6 who placed in the program according to placement test criteria. Two days of training, provided by local DI trainers who worked for SRA, helped teachers prepare to teach the new programs. Coaching was provided on a limited basis by two teachers on special assignment who were assisted by Dr. Cathy Watkins in their early efforts to coach.

Eisenhut worked hard to implement DI, but scores from the previous year affected the site's status. In 2000, Eisenhut's API (Academic Performance Indicator) was below the goal set by the state. It was declared an underperforming school and began to investigate ways to improve student achievement. As the major emphasis of its improvement plan, the staff decided to implement Direct Instruction programs schoolwide in 2001 for all students to advance student learning and accelerate achievement. This had to be done as an addition to the state adopted core reading and language arts program. The staff was determined to make it work.

The summer before full implementation, seven members of the staff,

including the principal, attended training at the ADI Conference and Institutes in Eugene, Oregon. Eisenhut staff members were trained in specific programs, implementation, and coaching. They returned eager to succeed. Their goal was to become a school that others come to observe. With limited funds and without outside assistance, the Direct Instruction implementation was expanded. *One hundred percent* of the students were placed in Direct Instruction programs to meet their individual needs. DI was no longer just an intervention program, but an integral part of the school's daily curriculum.

"DI" as a Daily Instructional Block

Since then the staff at Eisenhut has embraced Direct Instruction programs. An on-site Reading Specialist trained at the ADI Summer Institute in Oregon coordinates the DI program to ensure that students are properly placed and making adequate progress. She provides in-class coaching and uses curriculum based measures such as DIBELS to assess student achievement.

Although the site is required to use *Open Court Reading*, 45 uninterrupted minutes of every day are dedicated to DI. During that period all students work in small groups at their instructional level. Supplemental staff including the library aid, as well as separate

periods for intermediate and primary DI groups, help to keep the group size small. All instructors receive training as needed and are coached to assure program fidelity. Student progress and group pacing is regularly monitored by the principal. Groups are flexible to allow for acceleration or reteaching when it benefits student learning.

Success

Students are happy and successful during their DI period. They are proud of their achievements. Teachers continue to use DI strategies in all of their teaching. At Eisenhut, kindergarten teachers direct reading with *Open Court Readers* in the same way they teach *Reading Mastery*. Teachers at all levels call for unison responses when teaching programs like Calendar Math. During any reading period you will see students tracking and correcting errors in the manner that they do in DI programs.

In the beginning few students completed *Reading Mastery Fast Cycle* before the end of second grade. Many intermediate students were in *Corrective Reading Decoding B1* and *B2*. Currently the majority of students are on the fast track. While most students complete *Reading Mastery Fast Cycle* early in the second grade, some first graders begin *Reading Mastery III* during their first-grade year. Most second graders are in *Reading Mastery III* or *Horizons C/D* early in their second-grade year. Very

API Improvement as a Result of DI

Group	Before DI		Growth as a Result of DI			
	API 1999	API 2000	API 2001	API 2002	API 2003	Change
All Students	617	619	636	676	733	+116
White, not Hispanic	671	664	674	728	765	+94
Hispanic students	613	578	637	626	682	+69
Socioeconomically Disadvantaged	515	521	514	628	687	+172

few students in the intermediate level need *Corrective Reading Decoding* programs. Instead, the current emphasis is on improving writing skills, using *Reasoning and Writing*.

School scores on California's STAR assessment and API gains have improved so much since the school began DI that Eisenhut School was selected as a California Distinguished School in 2004. The year before DI,

scores were falling. The 1st year of limited implementation showed some gains. Once DI became part of every child's educational experience, scores began to rise. All groups have shown significant gains.

Driven by its mission, "*to educate children, promote respect for others, and develop a love of learning in a multi-cultural setting*" and motto, "Soaring to the Limits," Eisenhut School has developed a repu-

tation for innovation, leadership, and creativity. As stated by District Superintendent Dr. Kathleen Boomer, "Eisenhut is a lighthouse for the district." Staff members from the librarian to the principal are dedicated to continuing teaching DI. They have seen the powerful difference it has made in the academic success of all Eisenhut students. DI is a part of the curriculum the staff will never give up. **ADL**

PAUL MCKINNEY, Educational Resources, Inc.

Golden Apple Awards

Franklin Academy, Wake Forest, North Carolina

Begun in 1998 as a K-5 public charter school, the Franklin Academy in Wake Forest, North Carolina now offers a K-10 program, as it adds a new grade level each year toward its goal of providing a comprehensive kindergarten through 12th-grade education. Presently, Franklin Academy serves more than 700 youngsters, the majority of whom are Caucasian and middle class.

The school is based upon a set of principles that its founder, Robert Luddy, calls the "3 D's": Direct Instruction, Discipline, and Dress Code. At the core of Franklin Academy's curriculum

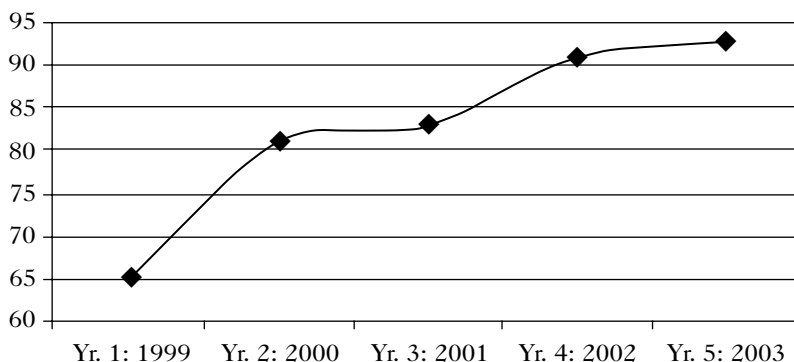
are several Direct Instruction (DI) programs implemented on a schoolwide basis: *Reading Mastery*, *Reasoning & Writing*, *Spelling Mastery*, and *Corrective Reading*. Additionally, teachers and assistants are trained to generalize relevant DI strategies and tactics into other content areas. "DI is at the core of our curriculum and our school culture," explains Denise Kent, Elementary School Administrator. "New teachers are automatically trained in Direct Instruction, and once they begin seeing weekly progress among their students, they understand why we are so committed to its process." Ms. Kent adds that "if a teacher doesn't buy into Direct Instruction's methodology, this

isn't the place for him or her. Parents choose to send their children to Franklin Academy because they know that DI works for all children. It is so ingrained in our culture that we couldn't survive without it."

From its inception, the Franklin Academy also chose Educational Resources, Inc. (ERI; a highly experienced consulting group that provides professional development and hands-on training, coaching, and assistance to DI schools nationwide) to guide Franklin Academy's implementation of DI. As with all our client schools, ERI has now trained a cadre of Franklin Academy staff to provide continuous staff development support and supervision, including classroom coaching, to every teacher and assistant. At Franklin Academy's insistence, ERI remains involved with the school to enable the staff (especially the school leadership and coaching cadre) to further refine and enhance their implementation of DI. Again, Ms. Kent: "ERI provides all of us with an opportunity to gain insight on a more advanced level than what our internal coaching is able to offer. It is a time for our school, teachers, coaches, and administrators to learn up-to-date and improved methods of DI execution, coaching, and supportive supervision. ERI provides that necessary connection between proper DI methods and continuous improvement."

In 1998-99, its inaugural year, 65% of Franklin Academy students scored at

Franklin Academy: Percent of All Students At/Above Grade Level



Years of DI and ERI

or above grade level on North Carolina's rigorous End-of-Grade (EOG) Assessments. Five years and 500 additional students later (2002–03), 93% of all Franklin Academy students scored at or above grade level on the EOGs. In the spring of 2003, the state of North Carolina recognized Franklin Academy as a “high growth” school and designated it as a “School of Excellence,” the highest award offered to any school in North Carolina.

Clearly, middle-class students need not be satisfied with a middle-class education.

Golden Door Academy, Jersey City, New Jersey

Golden Door Charter School is a K–8 public charter school located in Jersey City, New Jersey, less than 30 minutes from New York City. Golden Door serves a poor and largely disadvantaged population in which the overwhelming majority of students qualify for Title I services, and over 68% of students are enrolled in the free/reduced lunch program. Forty-four percent of Golden Door students are African American, about 41% are Hispanic, with the remaining 15% divided among Asian and Caucasian youngsters. Prior to the introduction of DI and the arrival of ERI at Golden Door, less than 15% of fourth-grade students met state standards in reading/language arts. The view from the eighth grade was largely the same.

Determined to change this prevalent pattern of education for disadvantaged children, the staff of Golden Door adopted SRA/McGraw-Hill's Direct Instruction programs in the fall of 1998. Additionally, they chose ERI to guide Golden Door's implementation of *Language for Learning*, *Reading Mastery*, *Corrective Reading*, *Distar Arithmetic*, and *Connecting Math Concepts*.

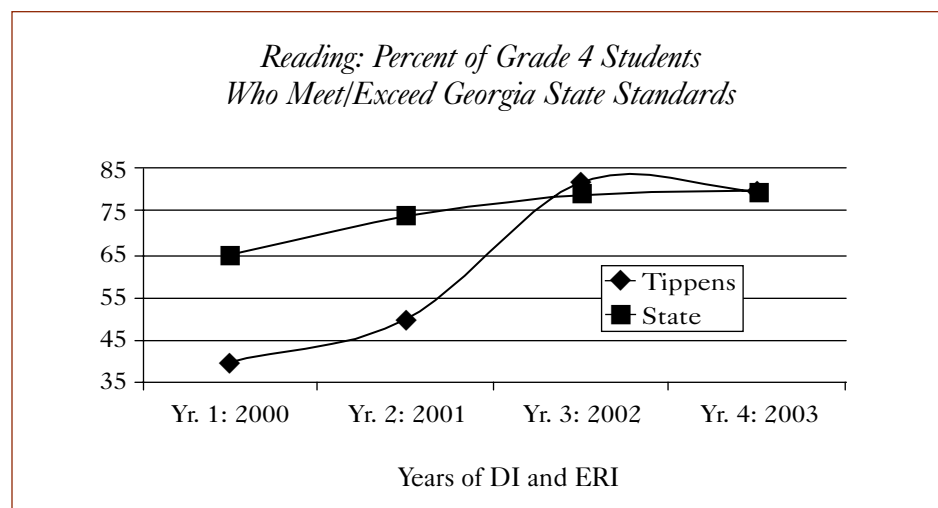
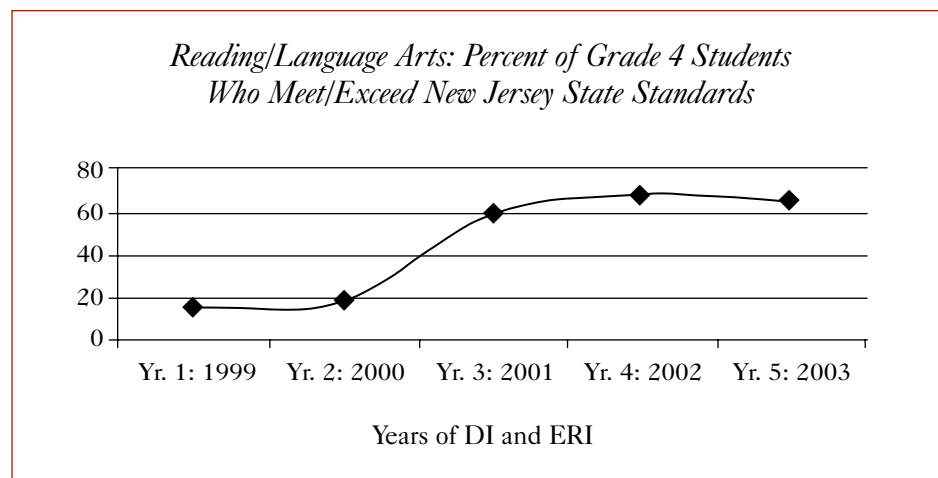
By the spring of 2003, given 5 years of DI and ERI, 65% of Golden Door's fourth graders and 76% of eighth graders met or exceeded state standards in reading/language arts. Congratulations, one and all!

Happily, the story is not over! As of this writing, ERI has trained a cadre of Golden Door staff (Brian Stiles: Academy CEO and Tabitha Madera: Professional Development Coordinator) to carry forward the leadership and staff development functions initially shouldered by ERI. “Educational Resources, Inc. has been instrumental in training our teachers with intense instruction during our August preservice sessions and, very importantly, during monthly coaching visits to our school,” explains Brian Stiles, CEO of Golden Door Charter School. Mr. Stiles adds that “ERI has also been responsible for training our curriculum coaches in the best and most effective techniques for side by side classroom coaching. Consequently, our teachers are well trained and very proficient in the curriculum implementation of Direct Instruction. The proof lies in the remarkable academic growth of our students.”

ERI salutes Brian, Tabitha, and the entire staff of Golden Door Charter School. You have become an inspiration to other schools in America, and a remarkably valuable resource to the students, parents, and educators of Northern New Jersey and New York City.

Tippens Elementary, Cherokee County, Georgia

Tippens Elementary is a K–6 public school located in Cherokee County, Georgia, less than an hour north of the booming metropolis of Atlanta. Though surrounded by obvious signs of wealth stemming from the robust economies of Georgia and Cherokee County, Tippens serves a poor and largely disadvantaged population in which the overwhelming majority of students qualify for Title I services, and over 80% of students are enrolled in the free/reduced lunch program. Almost half of Tippens' students are



Hispanic, about a third are Caucasian, and the remaining 17% are African American. Approximately one third of Tippens' students speak English as a second language. High student mobility adds a final challenging factor. Prior to the introduction of DI and the arrival of ERI at Tippens Elementary, less than 40% of fourth-grade students met state standards in reading, with less than 20% meeting state standards in math. The view from the sixth grade was largely the same. Though typical of schools throughout Georgia and the nation that serve students of similar demography, such achievement levels were 15% to 40% below the state average.

Determined to leave no child behind, Principal Lisa Smith and the staff of Tippens Elementary adopted

SRA/McGraw-Hill's Direct Instruction programs in the fall of 1999. Additionally, they chose ERI to guide Tippens' implementation of *Language for Learning*, *Reading Mastery*, *Corrective Reading*, *Distar Arithmetic*, and *Connecting Math Concepts*. By the spring of 2003, given 4 years of DI and ERI, 80% of Tippens' fourth graders and 72% of sixth graders met or exceeded state standards in reading, while 70% of all fourth- and sixth-grade students met or exceeded state standards in both language and mathematics. These dramatically improved levels of academic competence are now equal to the rising plane of student achievement in the state of Georgia. Though the playing field remains far from level for the students at Tippens Elementary, they now compete "head-to-head" with their advantaged

peers. However, the story is not over! As of this writing, ERI has trained a cadre of Tippens' staff (Linda Cochran: DI Coordinator and Melanie Phillips: Literacy Coach) to carry forward all of the leadership and staff development functions heretofore shouldered by ERI. Though they remain with their students, as teachers in the classroom they now have the training and experience to join with the new school leadership to refine and enhance the implementation of DI—independent of external assistance and to the advantage of every student and staff member. ERI salutes Linda, Melanie, and the entire staff of Tippens Elementary School. You have become an inspiration to other schools in America, and an extraordinarily valuable resource to the entire State of Georgia. *ADI*

VICTORIA R. MARTINO and FRAN PARMELEE, Mountain View Academy, Greeley, Colorado

View From the Top

Mountain View Academy in Greeley, Colorado is an independent, nonprofit, nondiscriminatory private school that utilizes the Direct Instruction curricula. Seven years after the opening of the school it qualified for the 2003 National No Child Left Behind Blue Ribbon School Award. We have been asked why we founded the school and how it was able to accomplish this; our article chronicles the answers.

Little did we realize when we attended The 17th Annual National Direct Instruction Conference in Eugene, Oregon August 5–9, 1991 that it would change the path our lives would take in a way that we never would have imagined. We were several seasoned public school teachers eager to find a new, refreshing, and effective means of helping our students. We had read the research about Direct Instruction and wanted to find out for ourselves if this teaching strategy was as good as it sounded.

The conference was more enlightening than we could ever have imagined. The information seemed to be overwhelming at first but more manageable as the week progressed. By the end of the conference we were excited and scared at the same time to return to our classrooms to start our new curriculum. Could we do it by ourselves without the expert guidance of our mentors? As it turned out, we could, and we did.

Within our public school we started using *Reading Mastery*; *Connecting Math Concepts*; *Spelling Through Morphographs*; *Corrective Reading*, *Comprehension and Decoding*; and *Reasoning and Writing*, and became more effective teachers. Our students were excelling, and our parents were thrilled with their children's progress. The whole language teachers didn't want anything to do with Direct Instruction, and a nasty tug of war developed. They didn't understand the program, had no desire to learn something new, and felt threatened—

old habits are hard to break. This was disappointing considering that one of our schools' goals was to make our students lifelong learners, and our principal presented all staff members with lifelong learner curriculum notebooks.

The working environment at our school became extremely stressful for us DI teachers over the next 6 years as the school split down the middle. Our coworkers were extremely unprofessional, and our administration didn't give us any support. We often bought our DI materials with our own money just to keep the program going for our students. A schoolwide meeting was held in our gymnasium, with over a hundred parents attending; the meeting turned out to be a DI-bashing fest—parents yelling at parents and school administrators yelling at everyone to quiet them down to no avail. This was the turning point; it became apparent something had to be done, and it could no longer be done within our public school system. The point must be made that there are public school systems willing to use the DI curriculum. There should be only one distinction between schools: schools

that are highly effective and schools that aren't.

For the next 2 years while teaching in our public school system, a few of us DI teachers planned and worked with an attorney and a certified public accountant to complete the necessary federal and state documents to incorporate our school using effective DI materials. We accomplished this milestone on June 15, 1993. We purchased land. Four portable buildings were delivered to our six-acre site. We resigned from public education. Through a lot of blood, sweat, tears, and pure determination, Mountain View Academy started classes on September 6, 1994. As the school continued to grow we were able to break ground for the construction of our permanent facility on October 13, 1997.

Our vision was to offer a new educational choice of a private, independent, nonprofit, nonsectarian day school for our community. Our mission was to focus on academic excellence utilizing a full implementation of DI materials to assist each student in reaching his or her full potential. Mountain View Academy was never a lifelong dream of ours; it evolved out of sheer frustration due to politics over what was best for children as well as a true passion for teaching. All children deserve the best education we educators can provide for their sake and the sake of our country's future. Morals, ethics, and professional integrity are forceful, compelling factors pushing you into action to do "whatever it takes" once you realize something of quality exists that will enable you to be an effective teacher, which in turn enables every child to learn and be successful.

We founded Mountain View Academy because of our belief in the effective teaching strategies of Dr. Siegfried Engelmann's Direct Instruction teaching model. The model is research-based, field-tested, learner-verified, and has content-area programs that build on skills and strategies from one grade level to the next, bringing students to content mastery. Once you really understand what Engelmann did in developing

this program, his genius just unfolds as you're teaching. Every year you use the materials, you get more insight into how it works, and you are more in awe of the program than ever before. It helps you as a teacher to teach young children quickly and easily. Success for the teacher and student is guaranteed if the program is followed as it was intended.

The latest brain research regarding effective learning in children is from Dr. Bruce Perry, a pioneer in the study of childhood brain development, Chief of Psychiatry at Texas Children's Hos-

Our mission was to focus on academic excellence utilizing a full implementation of DI materials to assist each student in reaching his or her full potential.

pital and a professor at Thomas S. Trammel Research of Child Psychiatry at Baylor College of Medicine. Dr. Perry says effective learning needs to be done with a multisensory approach with lots of pattern-repetitious behavior that is sequential and brings learning to mastery while continuously building higher order thinking skills. That is exactly what the Direct Instruction teaching strategies are all about! That is why Direct Instruction teaching strategies work for all children no matter their dominant learning style. Engelmann was aware of and understood this information all along. No surprise to those of us who have been fortunate enough to have come across his materials years ago.

Dr. Perry's research provides evidence that practice is required in academics just as much as it is in music or sports. No one thinks there's anything wrong with a professional golfer hitting perhaps a thousand balls with one club to practice one stroke or a pianist practicing a musical piece over and over for a concert. Yet when it comes to academics, it's almost heresy to have students

practice times tables or any other facts. There's nothing wrong with bringing students to mastery before you take them to the next level. What's so great about Direct Instruction is that today's lesson is the foundation for tomorrow. Hence, every year's lessons are the foundation for the following year. The program is sequential by design so there are no gaps or overlaps in instruction.

We have seen the Direct Instruction teaching strategies literally save students from academic failure and turn their lives around. When we first started Mountain View Academy we took students with various degrees of academic failure due to ineffective teaching and/or learning disabilities. We worked very hard with the Direct Instruction corrective programs to fix and turn the student from a path of constant failure to a path of success and enhanced self-esteem. Even today we enroll students that have a variety of learning disabilities of varying degrees. We know we will be able to get that child to eventually reach his or her potential, whatever that might be.

The founding of Mountain View Academy was a tremendous amount of work and a huge undertaking with great risks. All our beliefs, hard work, and risks taken over the past 10 years were validated on September 16, 2003 by the United States Department of Education. United States Education Secretary Dr. Rod Paige named Mountain View Academy a recipient of the 2003 No Child Left Behind/Blue Ribbon School Award.

The United States Department of Education launched the National Blue Ribbon Schools program in 1983 to honor quality schools. The competition originally focused on school improvement processes. Today the program's focus is on results, accountability, and achievement. Across the country, only about 4,000 schools, or 3% of all United States' schools, have earned this prestigious award. The award recognizes schools for outstanding achievement, such as dramatically improving student test scores, having 40% or more of the schools demo-

graphics from at-risk/low-income students, or scoring in the top 10% of schools in the nation regardless of the school's demographics.

Mountain View Academy's test scores have consistently been in the top 10% nationally since the school started testing students in the spring of 1996 using the Stanford Achievement Test. The Blue Ribbon School Award is the highest honor any school could hope to achieve. We qualified for the award after only 7 years of operation with our 2002 test scores. That fact alone has to be a national record in itself. Mountain View Academy was 1 of only 47 private schools in the nation to be awarded the 2003 National No Child Left Behind/Blue Ribbon School Award.

This accomplishment is a credit to the effectiveness of the Direct Instruction materials. Mountain View Academy never set out to have this accomplishment as a school goal. We just wanted to be the best school in town providing the best possible education we could with a lot of hard work, risk, determination, and perseverance. Now our school is recognized as one of the best in the nation; the National Blue Ribbon Award and recognition happened

to be a wonderful surprise and a well-deserved honor for all our efforts over the past 10 years.

Mountain View Academy is unique. The school has a diverse socioeconomic community with more than 85% of the students coming from middle- and low-income families. The school's fund raising efforts go to providing scholarship money in an effort to help provide a quality education for over a third of our students who qualify for financial assistance. Our school's hardest challenge year after year is coming up with sufficient scholarship funds to continue to provide a superior educational experience for all students in our community who value a quality education, while providing for our current scholarship students.

Mountain View Academy represents what can be accomplished in education today when you put aside bureaucracy, politics, and excuses—especially financial excuses. Our school is proof of what can be accomplished with very few resources and using a scientifically proven teaching strategy. It wasn't easy then; it was hard work and it continues to be hard work today. Teaching is hard work. The Direct Instruction

teaching strategies enable our hard work to be effective and efficient—we do not have to reinvent the wheel.

Was it worth all the effort and risk? You only need to look into the eyes of a student for that precise moment when they understand what you have taught—the “I got it, Teacher” moment. That moment is priceless. Yes! It was worth everything we went through to get to this time and place. It was our belief in Direct Instruction that enabled us to have the confidence to attempt such a monumental task and willingly accept the great risks associated with such an endeavor.

Mountain View Academy would like to express our sincere appreciation to Ziggy and his associates past and present for founding The Association for Direct Instruction and for the creation of such superior educational materials. All your hard work and research over the years was the impetus for our school's success today. Please keep up the great work. Thank You! We couldn't have done it without you. *ADI*

For more information contact Mountain View Academy at (970)330-3671 or log on to our Web site at www.mountainviewacademy.net

DON CRAWFORD, Otter Creek Institute

Automaticity in Decoding

We know that oral reading fluency rate (number of words read correctly per minute) is highly correlated with other tests of reading, including tests of comprehension. In fact, oral reading fluency rates correlate better with other reading comprehension tests than those same tests correlate with each

other.¹ How is it possible that a measure of decoding fluency also seems to capture reading comprehension?

First part of a three-part answer: Everything we learn well, including reading, develops through three recognizable stages. Reading compre-

hension is impaired until students reach the third stage of decoding skill, called automaticity.

The first stage of skill, accuracy, is when a learner can just barely do something without error, if he or she goes slowly, and if he or she concentrates carefully. This stage is thoughtful, careful, and cognitively intense. Any learner in this stage who is hurried or distracted will make errors. Word-by-word

1 Fuchs, L. S., & Fuchs, D. (1992). Identifying a measure for monitoring student reading progress. *School Psychology Review*, 21(1), 45–58.

Fuchs, L. S., Fuchs, D., & Deno, S. L. (1982). Reliability and validity of curriculum-based informal reading inventories. *Reading Research Quarterly*, 18(1), 6–26.

Fuchs, L. S., Fuchs, D., & Maxwell, L. (1998). The validity of informal reading comprehension measures. *Remedial and Special Education*, 9(2), 20–28.

Kranzler, J. H., Brownell, M. T., & Miller, M. D. (1998). The construct validity of curriculum-based measurement of reading: An empirical test of a plausible rival hypothesis. *Journal of School Psychology*, 36(4), 399–415.

readers are still in the accuracy stage of developing their word recognition skills. Decoding takes all their attention, and so few of their mental resources are available for thinking about the meaning of the passage that they may fail to comprehend even the most obvious points. When you ask a struggling reader a question about a passage they have just read, you may be answered by, "Who me? I was reading!"

The second stage of developing a skill, fluency, is when a learner can do the task quickly without any errors (or no more than 5% rate-induced errors). Fluency comes after becoming accurate and only comes with considerable practice. Although students read quite accurately and fairly quickly (fluently) at this stage, they may still be working so hard on fluent decoding that they still do not have much left over for comprehension. They read fast, but they are still putting their mental energies into decoding.

The third stage of developing a skill comes when you can do the task automatically, without conscious attention. Once automaticity is developed, the learner can't help but do it. If an automatic reader sees these four letters together—S T O P—reading the word "stop" is *obligatory*. At the automatic level a person can do the task quickly, without errors, and do it in the presence of distracters (without concentrating) or while doing other tasks. Automaticity comes after becoming fluent and only with considerable practice. Oral reading rate increases gradually as we move through the levels.

Second part of a three-part answer: If a child is less than automatic at decoding their comprehension will necessarily be impaired. If a reader's decoding is slow, choppy, and labored the reader is still in the thoughtful, careful, cognitively intensive phase of reading and has little left over to think about meaning. The result is missing a lot of

the message—lack of complete comprehension. This problem is human—not a learning disability.

As Marilyn Adams ² (1990) noted,

Human attention is limited. To understand connected text, our attention cannot be directed to the identities of individual words and letters. In reading as in listening, the process of individual word perception must proceed with relative automaticity, and such automaticity is afforded only through learning. (p. 229)

Part three of a three-part answer: Such a high percentage of children, perhaps as much as 90% or more, who have reading difficulties also have decoding difficulties, that a test that locates all the decoding difficulties locates almost all of the reading problems. Hoover and Gough's "Simple View of Reading" says that "Decoding × Comprehension = Reading."³ Another way of looking at this is to say that "Decoding × Listening = Understanding." When we read to ourselves we "listen" to the words in our heads as if we were listening to someone else read. So comprehension problems are those problems that would still exist when a passage was "read to" a child. These are easily identifiable.

The rest of the "reading problems" are a result of inadequate or less-than-automatic decoding.

The 150 words per minute automaticity plateau. A study set out to "determine standards for how large weekly rates of improvement should be" (p. 28) based on two years of data from over 3,000 children. Their study found that average weekly *changes* in oral reading fluency decreased across the grade levels. They established two standards: (a) "regular" growth—average weekly growth in regular ed classes without special support and (b) "special" weekly standards needed in special assistance settings where students are expected to "catch up" with their peers. The expectation of 1.5 words per minute per week is based on what happens to the typically successful child during the primary years without special intervention.⁴

If you do the math with the results of this study, you find something very interesting. The pace of 1.5 words growth per week, all 36 weeks of the school year, would produce a gain of 54 correct words per minute. Rounding that off to a 50 words per minute gain for each year suggests that by the end of 3 years of instruction students should be at about 150 correct words per minute.

Breakdown of obstacles leading to reading difficulty

90%	10%
only a problem when reading to self	still a problem when being "read to"
<ul style="list-style-type: none"> human limited mental capacity and lack of automaticity 	<ul style="list-style-type: none"> vocabulary syntax limited English lack of prior knowledge not paying attention**
** Almost all reading comprehension strategy instruction focuses on the paying attention variable.	

2 Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

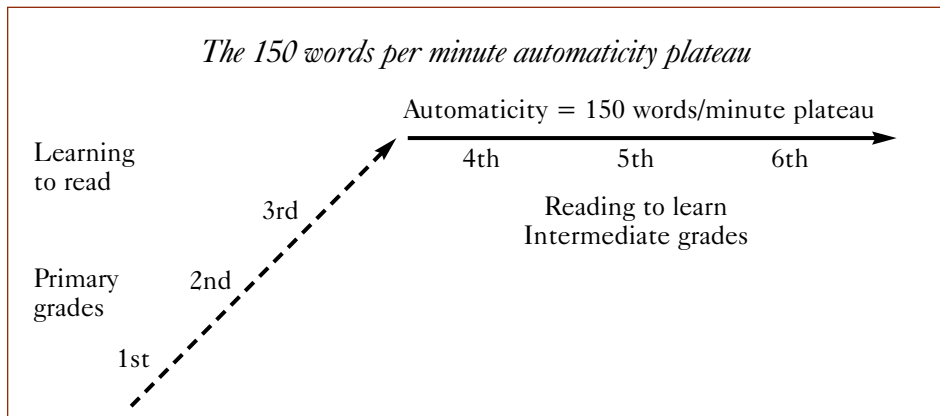
3 Hoover, W. A., & Gough, P. B. (1990). The simple view of reading. *Reading and Writing: An Interdisciplinary Journal*, 2(2), 127–160.

4 Fuchs, L. S., Fuchs, D., Hamlett, C. L., Walz, L., & Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? *School Psychology Review*, 22(1), 27–48.

According to the direct instruction reading textbook, automaticity in reading is normally achieved at about 150 words per minute by the end of third grade,⁵ presuming the student is reading material at the third-grade level. A good example of this is the 150 words

per minute fluency expectation of the new Ravenscourt *Reaching Goals* books by SRA (for students who have completed lesson 60 of *Decoding C of Corrective Reading*). If students are automatic readers by the end of third grade, then they are ready to devote all

their attention to comprehension. Which is why, in the fourth grade, successful readers begin **reading to learn** information, having successfully learned how to read in the primary grades. So the goal should be for all readers to reach the automaticity plateau, \approx 150 words/minute, before we end decoding instruction.



Because we know that lack of automaticity (less than 150 words per minute) in decoding will interfere with comprehension, doesn't it make sense to take care of the decoding problems first, then see who still has comprehension problems? Although we should not avoid comprehension work altogether, we may not need to invest a lot of time and energy on an apparent "comprehension" problem that may go away as soon as the student develops automaticity in decoding. *ADI*

5 Carnine, D., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

Howell, K. W., & Nolet, V. (2000). *Curriculum-based evaluation: Teaching and decision making*. (3rd ed.). Belmont, CA: Wadsworth/Thomson Learning.

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DANIEL T. WILLINGHAM, University of Virginia

Practice Makes Perfect—But Only If You Practice Beyond the Point of Perfection

Question: Just how much should students practice what they learn? On the one hand, it seems obvious that practice is important. After all, “practice makes perfect.” On the other hand, it seems just as obvious that practicing the same material again and again would be boring for students. How much practice is the right amount?

Answer: It is difficult to overstate the value of practice. For a new skill to

become automatic or for new knowledge to become long lasting, sustained practice, beyond the point of mastery, is necessary. This column summarizes why practice is so important and reviews the different effects of intense short-term practice versus sustained, long-term practice.

That students would benefit from practice might be deemed unsurprising. After all, doesn't practice make

perfect? The unexpected finding from cognitive science is that practice does not make perfect. Practice until you are perfect and you will be perfect only briefly. What's necessary is sustained practice. By sustained practice I mean regular, ongoing review or use of the target material (e.g., regularly using new calculating skills to solve increasingly more complex math problems, reflecting on recently-learned historical material as one studies a sub-

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sequent history unit, taking regular quizzes or tests that draw on material learned earlier in the year). This kind of practice past the point of mastery is necessary to meet any of these three important goals of instruction: acquiring facts and knowledge, learning skills, or becoming an expert.

Acquiring Facts and Knowledge

Intuition tells us that more practice leads to better memory. Research tells us something more precise: Memory in either the short- or long-term requires ongoing practice. Let's first consider memory in the short-term, meaning days or weeks. Suppose I am trying to learn the procedures necessary for a bill to become a federal law. I might study these facts (using any number of techniques) and periodically test myself. Suppose further that I study until I perform perfectly on my self-test. Do I know these facts? Yes, I know them now. But what about tomorrow? In order to protect this learning from the ravages of forgetting I need to practice beyond one perfect recitation. Studying material that one already knows is called overlearning. Because memory is prone to forgetting, one cannot learn material to a criterion and then expect the memory to stay at that level very long.

Anticipating the effect of forgetting dictates that we continue our practice beyond the mastery we desire. In an illustrative experiment (Gilbert, 1957), participants were read a brief paragraph about a fictional country and then asked 22 questions based on the paragraph. If the participant answered a question correctly, the question was discarded. Then the participant heard the paragraph again, and was asked those questions that he or she had missed. The procedure was repeated until the participant successfully answered all of the questions. Another group participated in a sec-

ond condition that required overlearning. A question was not discarded until it had been answered correctly three times rather than once. All participants received a surprise retest after a delay of either 15 minutes or 2 days. The overlearning group performed better at the short delay (22 questions correct versus 15) and also at the long delay (17 questions correct versus 13). Overlearning has been studied (although not extensively) for many years. These results are typical, but most of the experiments deal with short-term retention.

When cognitive processes (e.g., reading, writing grammatically, reading a map, identifying the dependent variable in a science experiment, using simple mathematical procedures) become automatic, they demand very little space in working memory, they occur rapidly, and they often occur without conscious effort.

It may seem that the emphasis on short-term knowledge is peripheral to education. As teachers, we want long-lasting knowledge, not just knowledge for a few days. But, in fact, teachers may have goals that entail short-term knowledge. For example, a science teacher may want students to have a series of facts about certain species at their fingertips so that the teacher can introduce an important abstract concept concerning evolution on which those facts depend. Once the student has used the facts to gain a firm understanding of evolution, no great educational harm is done if the

particular facts about particular species are forgotten. But without those facts well-lodged in memory for at least a short time, harm would be done to a student's ability to grasp the larger concept.

For other material, we most certainly do want longer-term retention. In this case again, practice past the point of mastery is essential. In the case of overlearning, the practice begins with active studying for the purpose of learning. Over time, practice will take the form of using old material in the course of studying some new material. For example, students will initially study the terms isthmus and delta to master their meanings and will later practice these meanings as they use the terms in their continued study of geography.

Although practice takes on a different character for the longer term, it is no less important. Studies show that if material is studied for one semester or 1 year, it will be retained adequately for perhaps a year after the last practice (Semb, Ellis, & Araujo, 1993), but most of it will be forgotten by the end of 3 or 4 years in the absence of further practice. If material is studied for 3 or 4 years, however, the learning may be retained for as long as 50 years after the last practice (Bahrick, 1984; Bahrick & Hall, 1991). There is some forgetting over the first 5 years, but after that, forgetting stops and the remainder will not be forgotten even if it is not practiced again. Researchers have examined a large number of variables that potentially could account for why research participants forgot or failed to forget material, and they concluded that the key variable in very long-term memory was practice (*see below*). Exactly what knowledge will be retained over the long term has not been examined in detail, but it is reasonable to suppose that it is the material that overlaps multiple courses of study: Students who study American

* It is likely relevant that there is not only more practice in this case, but that the practice is distributed across time rather than concentrated in a few months (see former column, "Allocating Student Study Time"). Willingham, D. T. (2002, Summer). *Allocating student study time: "Massed" versus "distributed practice."* American Educator, retrieved August 12, 2004, from www.aft.org/pubsreports/american_educator/summer2002/askcognitivescientist.html

history for 4 years will retain the facts and themes that came up again and again in their history courses.

Learning Skills

Acquiring factual knowledge is only part of what we want our students to gain from their schooling. We also want them to be skilled problem solvers, effective written and oral communicators, and creative thinkers. These skills—and indeed, all skills that involve thinking—rely on working memory capacity. Working memory is, to put it colloquially, the place in the mind where thought happens. It is often called the bottleneck of the mind because there is a limited amount of space in working memory. That is why it is difficult to mentally divide 34,516 by 87. It is hard to simultaneously maintain the numbers, employ the processes for long division, and update the answer as you derive it. This space limitation is relevant not just to mental arithmetic, but to most types of problems we would like our students to solve, such as writing a clear laboratory

report, reading an essay with deep understanding, or seeing the links between historical events.

Our ability to think would be limited indeed if there were not ways to overcome the space constraint of working memory. One of the more important mechanisms is the development of automaticity. When cognitive processes (e.g., reading, writing grammatically, reading a map, identifying the dependent variable in a science experiment, using simple mathematical procedures) become automatic, they demand very little space in working memory, they occur rapidly, and they often occur without conscious effort.

For example, if you are reading this article, the process of reading is very likely automatic for you. You do not need to laboriously piece together the letters of each word to puzzle out its identity. Your mind seems to divine the meaning of prose immediately and without effort on your part. Try this classic demonstration of automaticity for advanced readers. In this

task you are asked to name the ink color in which the words are printed, but ignore the word that the letters spell. Hence for the stimulus **Turkey**, the proper response is “blue.” First try this list:

Lion
Bear
Tiger
Lion
Bear
Bear
Tiger

Now try this list:

Red
Green
Blue
Red
Blue
Blue
Green

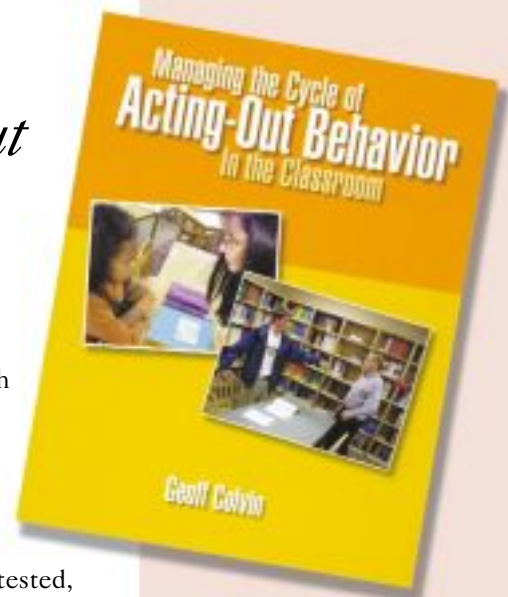
The second list is much harder to read than the first list because, for you, reading is automatic. Even though you try

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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.



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not to read the words that the letters form, you read them automatically and doing so conflicts with naming the ink color. For someone who cannot read, the second list is no harder than the first.

But most of the time automaticity is helpful, rather than disruptive. Picture a beginning reader slowly puzzling out the word “blue.” Doing so consumes all of working memory, so it is difficult for the student to follow the plot of the story in which the word appears. Once reading is automatic, however, precious working memory resources can be devoted to considering the meaning of a text, the effectiveness of its argument, and so on.

Automaticity is important not only in reading, but in all mental life. Consider how difficult it would be to navigate an unfamiliar city by car if you had to focus on how hard to press the accelerator and brake, how far to turn the steering wheel, when to monitor your mirrors, and all of the other components of driving that have become automatized.

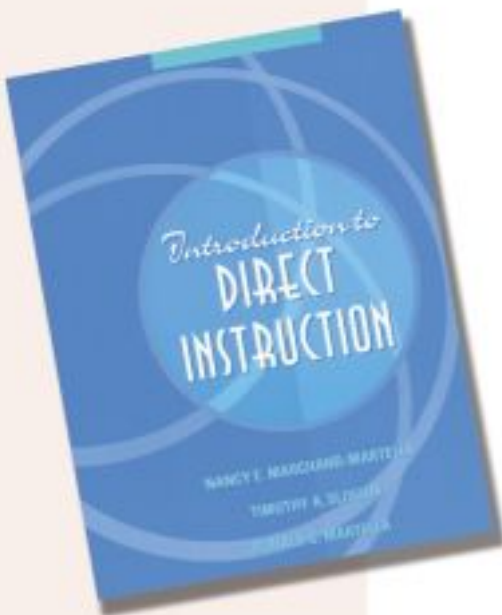
Automaticity is vital in education because it allows us to become more skillful in mental tasks. An effective writer knows the rules of grammar and usage to the point of automaticity—and knows automatically to begin a paragraph with a topic sentence, include relevant detail, etc. The effective mathematician invokes important math facts and procedures automatically. Readers who are able to visualize a map of the world will find various books and assignments easier to read (and learn more from them). In each field, certain procedures are used again and again. Those procedures must be learned to the point of automaticity so that they no longer consume working memory space. Only then will the student be able to bypass the bottleneck imposed by working memory and move on to higher levels of competence.

The development of automaticity for generalized skills depends on high levels of practice (e.g., Shiffrin & Schneider, 1984). There is no substitute. Ensuring consistent, sustained practice is the most reliable way to ensure that

a student will become an effective reader, writer, or scientist. Following a complex written argument, writing a convincing essay, or engaging in scientific reasoning are all skills that are enabled by the automatization of each discipline’s basics.

Becoming an Expert

What does it take to become an expert in a field? Consider a true expert, meaning one who is recognized not just as fully competent, but as a unique contributor to the discipline. In competitive arenas (e.g., athletics or chess), we would say that an expert competes at the national or international level. When asked how an expert gained such a high level of skill, non-experts usually attribute the success to innate talent. Experts themselves, however, tell a different story. They attribute their success to practice and to the ability to maintain concentration during long practice sessions (Ericsson, 1996). (The importance of practice doesn’t mean that innate talent is meaningless, of course; practice



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is necessary for excellence, but it may not be sufficient to ensure it.)

Research studies indicate that experts are right, at least in that they do practice a great deal. Descriptive studies (Roe, 1953) of eminent scientists indicate that the most important factor predicting their success is not innate talent or intelligence, but the willingness to work hard for extended periods of time. This commitment to practice was reinforced by a large-scale study (Bloom, 1985) in which experts in athletics, science, and the arts were interviewed, along with their parents and teachers. Bloom proposed that the training of an expert typically involved four stages. The future expert was usually introduced to the domain under playful conditions as a child. His or her promise was noted, and in stage two, lessons were provided, usually with a teacher or coach who worked well with children, and regular practice habits were established. In the third stage, an internationally recognized teacher or coach was engaged, usually requiring a significant commitment of resources from the parents, as well as dedicated and likely exclusive study by the child. In the fourth stage, the student had absorbed all that he or she could from teachers and began to develop his or her personal contribution to the field.

Recent research that measures practice time more carefully paints a similar picture. The figure below depicts the estimated cumulative practice time of violinists separated by their ability levels. The best and good students were enrolled at a music academy that trains professional musicians; they were put into these categories, unbeknownst to them, by their professors for the purpose of this study. Participants were asked to estimate the time they spent practicing each week. The graph below shows the total accumulated practice time at each age. Two conclusions may be drawn from the graph: Experts engage in a great deal of practice, and that even among very able performers, the best are those who have practiced more.

Some evidence that a great deal of practice, and not just talent, is a prerequisite for expertise is the “10-year rule,” which states that individuals must practice intensively for at least 10 years before they are ready to make a substantive contribution to their field. What about prodigies like Mozart, who began composing at the age of 6? Prodigies are very advanced

The development of automaticity for generalized skills depends on high levels of practice (e.g., Shiffrin & Schneider, 1984).

for their age, but their contributions to their respective fields as children are widely considered to be ordinary. It is not until they are older (and have practiced more) that they achieve the works for which they are known.

How are such studies relevant to the average student? Few students will become a Mozart, Shakespeare, or Einstein, but if we want children to

understand and appreciate excellence, we would do well to send the message that excellence requires sustained practice. The athletes and artists revered by many students excel not solely by virtue of their talent, but because of their hard work. Edison remarked that “genius is one percent inspiration and ninety-nine percent perspiration.” The relative percentages of talent and practice are unclear, but the necessity of long periods of focused practice to exploit inborn talent is not.

What Material Merits Practice?

When we refer to “practice,” it is important to be clear that it differs from play (which is done purely for one’s own pleasure), performance (which is done for the pleasure of others), and work (which is done for compensation). Practice is done for the sake of improvement. Practice, therefore, requires concentration and requires feedback about whether or not progress is being made. Plainly put, practice is not easy. It requires a student’s time and effort, and it is, therefore, worth considering when it is appropriate.

It was noted above that sustained practice over time is especially useful for developing automaticity in specific skills

The better violinists engaged in more practice during their training.

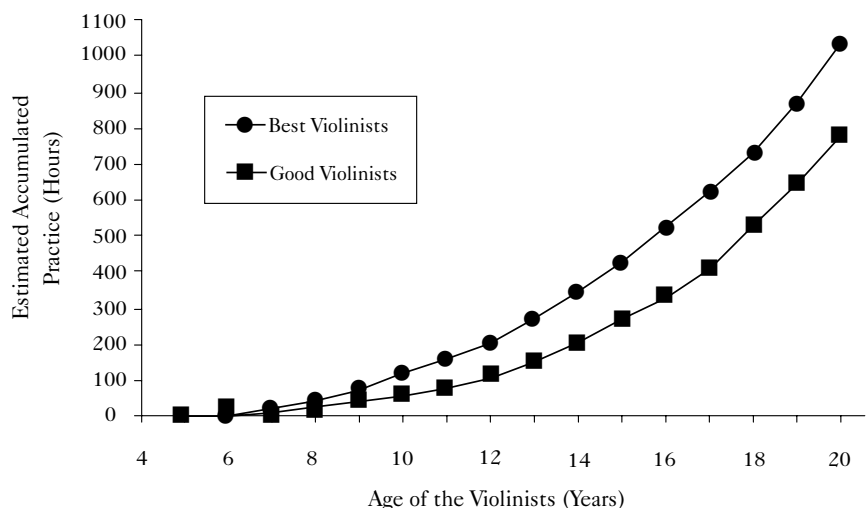


Figure adapted from K. A. Ericsson, R. T. Krampe, & C. Tesch-Romer (1993), p. 379.

(which enables higher level thinking) and in ensuring that a memory lasts as long as needed. Thus, the following types of material are worthy of practice:

1. The core skills and knowledge that will be used again and again. In this case, we give practice in order to ensure automaticity. The student who struggles to remember the rules of punctuation and usage (or must stop to look them up in a reference book) cannot devote sufficient working memory resources to building a compelling argument in his or her writing. The student who does not have simple math facts at his or her disposal will struggle with higher math.
2. The type of knowledge that students need to know well in the short term to enable long-term retention of key concepts. In this case, short-term overlearning is merited. For example, as noted earlier, a science teacher may want students to know a set of facts about certain species so that she can introduce an important abstract concept concerning evolution that depends on these facts. Or, a high school history teacher may want students to master the facts of several Supreme Court cases in order to build long-term understanding of a particular constitutional principle.
3. The type of knowledge we believe is important enough that students should remember it later in life. In this case, one might consider certain material so vital to an education that it is worthy of sustained practice over many years to assure that students remember it all of their life. A science teacher might spend the better part of a year emphasizing basic principles of evolution in the belief that the material is essential to consider oneself conversant in biology. Further, the curriculum might address and require practice in evolution in multiple years to assure that such knowledge will last a lifetime. Do we expect that a 40-year-old will have retained everything learned through the 12th grade? No, but do we expect that she will retain

anything? Should she be able to grasp the basics of evolution or describe the different responsibilities of the three branches of the federal government or calculate the area of a circle? Exactly what sorts of knowledge merit the focus required to create long-lasting memory will be controversial, but that practice is required to create such memories is not.

How should practice be structured—should a teacher strive for overlearning in the short term or repeated learning over the long term? The answer will depend on whether the goal is automaticity in skills, short-term knowledge, or long-term knowledge—and what the

Exactly what sorts of knowledge merit the focus required to create long-lasting memory will be controversial, but that practice is required to create such memories is not.

teacher knows about the future curriculum students will encounter. For example, an English teacher might deem it very important that students understand the use of metaphor in poetry, but extensive, focused practice may not be practical or necessary. This knowledge will likely be developed over a number of years, and there will be opportunities for practice in the future. In other cases there will be future opportunities for practice, but the timeliness of the learning is important. For example, one teacher might provide just a cursory introduction to first graders on how to tell time, figuring that the students will have ample opportunities for practice in the future. But another teacher might also reason that first graders need to know how to tell time (so that, for example, they can monitor their activities during the day and be more self-directed) and so focus practice on this skill. Similarly, a French teacher may realize that students will have plenty of

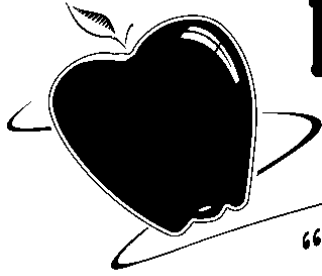
practice conjugating the verb être (to be) over the long term, but may justly believe that students must know this material early in their training or their ability to read, write, and understand French will be badly hampered.

Exactly when to engage students in practice, through what method, and for what duration are educational decisions that teachers will need to make on a regular basis. But, that students will only remember what they have extensively practiced—and that they will only remember for the long term that which they have practiced in a sustained way over many years—are realities that can't be bypassed. **ADD**

Daniel T. Willingham is associate professor of cognitive psychology and neuroscience at the University of Virginia and author of Cognition: The thinking animal. His research focuses on the role of consciousness in learning.

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August 3–5, 2005
Holiday Inn Mart Plaza
Chicago, Illinois

Other regional conferences to be announced in November, 2004.

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.

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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.



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 Tapes

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

DITV—Reading Mastery 1, 2, 3 and Fast-Cycle Preservice and Inservice Training—The first tapes 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 tapes are designed to be used during the school year as inservice training. The tapes are divided into segments, which present teaching techniques for a set of upcoming lessons. Level III training is presented on one videotape with the same features as described above. Each level of video training includes a print manual.

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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 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

continued on next page



Videotapes on the Direct Instruction Model...continued

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

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

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

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

Keynotes from 22nd National DI Conference—2 hours. Ed Schaefer speaks on "DI—What It Is and Why It Works," an excellent introductory talk on the efficiency of DI and the sensibility of research based programs. Doug Carnine's talk "Get it Straight, Do it Right, and Keep it Straight" is a call for people to do what they already know works, and not to abandon sensible approaches in favor of "innovations" that are recycled fads. Siegfried Engelmann delivers the closing "Words vs. Deeds" in his usual inspirational manner, with a plea to teachers not to get worn down by the weight of a system that at times does not reward excellence as it should. Price: \$25.00

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

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

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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.

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Janet Burdick
Bill Bursuck
Dawn Anna Rose Butler
Janice Byers
Doug & Linda Carnine
Corene Casselle
Lisa Cohen
Jerry Cole
Maria Collins
Don Crawford

Rosetta Davis Furtch
Donna Dressman
Tara Ebey
Mary Eisele
Babette Engel
Jo Farrimond
Dale Feik
Margaret Flores
Jane Fordham
Todd Forgette
Barbara Forte
David Giguere
Jane-Rose Gregoire
Mary P. Gudgel
Tracey Hall
Ardena Harris
Melissa Hayden
Lee Hemenway
Diane Hill
Meralee Hoffelt
Christy Holmes
Susan Hornor

Debbie & Ken Jackson
Prentiss Jackson
Shirley R. Johnson
Wendy Kozma
John W. Lloyd
Pat Lloyd
John L. Lotz
Mary Lou Mastrangelo
Amy McGovern
Greg Nunn
Kip Orloff
Jean Osborn
David Parr
K. Gale Phillips
Johanna Preston
Peggy Roush
Joan Rutschow
Randi Saulter
Sherry Scarborough-Beaulieu
Mary Scarlato
Ed Schaefer
Carolyn Schneider

Martha Sinkula
Pam Smith
Frank Smith
Karen Sorrentino
Geoff St. John
Linda Stewart
Sara G. Tarver
Mary Taylor
Vikki Tucci
Scott Van Zuiden
Michael Vandemark
Maria Vanoni
Tricia Walsh Coughlan
Rose Wanken
Ann Watanabe
Cathy Watkins
Paul Weisberg
Brenda Moss Williams
Gayle Wood
Leslie Zoref