

Direct Instruction

news

ADI Effective School Practices

DON CRAWFORD and RANDI SAULTER, Editors

Engaging Teachers in Data Analysis

Unfortunately, Direct Instruction implementations can sometimes appear to be rigid or dictatorial, as everything must be done the right way. We know that attempting to manage all the important instructional details in a whole-school DI implementation, so that students have an excellent outcome, is a difficult job. In this issue we offer an alternative to those who might be inclined to resort to harsh implementation techniques when running a school-wide implementation of DI. Teacher data reporting can successfully involve all of the teachers in examining and responding to all the data generated by a school full of DI lessons. The article explains why this new idea helps and how to implement it. Anyone involved in a full-school implementation should read this article carefully so you can take your school to the next level—where teachers are actively engaged in solving problems and finding ways to increase achievement rather than simply complying with coaches' instructions. Even those of you who labor on in solitary splendor can use this information to create some self-evaluation of your own use of Direct Instruction programs. We hope this will be an important addition to your arsenal of educational tools.

We have the second in our two new series—from the ADI Board of Directors and from Randy Sprick's Safe & Civil Schools. Randy talks in this issue about the use of progressive consequences—you know, the kind that start off with a warning and end

with "Off with his head!" Well, they may not allow beheading in your school, but a seriously severe consequence. These sound like a great idea, but progressive consequences have some drawbacks, and Randy explains them cogently. Very worthwhile to read and think about, especially if you use them in your school. Our message from the ADI board is written by Bob Dixon and addresses the issue of how presenters at the annual conference are chosen. Bob finally puts to rest the rumor that mud wrestling contests are involved. (Just kidding!)

Dr. Martin Kozloff shares some fundamental thinking about how we make sense of what we read and hear, and how that must translate into how best to teach things. One of the more profound insights of Direct Instruction is that the best way to teach things depends upon the structure of the knowledge being taught rather than upon the "learning styles," age, or grade of the students, the subject being taught, or even the preference of the teacher. Martin's Musings help us think about how the structure of knowledge is best communicated.

We have some more success stories to share with you. Andover Elementary in Orlando, FL, is using *Corrective Reading Decoding* to good effect as measured by DIBELS and the Florida state test. In Indio, CA, Van Buren Elementary School, which is 98% Hispanic, has seen huge gains in English language proficiency scores since the school began using *Language for Learning*.

Finally, for fun we have included a new feature—which we hope will encourage some of you to write to us. We have three stories of "How I met DI" that we hope you will enjoy. We'd like your stories, too. It's our favorite topic when we get together and socialize, so why not send us your own story? We'd love to hear from you. **ADI**

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BOB DIXON, ADI Board of Directors

Presenters and Sessions at the Eugene DI Conference: A Slightly Fractured History

I remember pretty well the very first Direct Instruction conference in Eugene. It was 1975, and I was just starting to learn about DI at the time. There weren't a lot of session choices. I only went to one session. Zig Engelmann was the presenter and the topic was "The Theory of Direct Instruction." I learned a little bit in that session, I think, but the most memorable parts were when people raised their hands—not to ask questions, but to make statements. "Isn't it true that most children are visual learners and most of the stuff you've been showing us is oral?" Boy, you should have seen the fireworks.

I'm not sure who the presenters other than Zig were that year, but I'd guess most were from near Eugene, and none from any further away than Seattle, about a five-hour drive. I strongly suspect the other presenters were

mostly both program authors and people who worked for Follow Through. I think Randy Sprick presented, and even then he was getting fantastic evaluations. Zig, of course, always got a few terrible evaluations ... from the people who made the unwise choice of lecturing him on some aspect of how children learn.

I remember much better the second annual Eugene DI conference, probably because I was a presenter myself. It was one of the worst weeks of my life. Just about everyone who attended my spelling session knew way more about DI than I did, and I was presenting a workshop on a program that didn't exactly exist yet—*Morphographic Spelling*. Even worse, I didn't have any idea of what a presenter was supposed to do at a DI workshop. My impression was that the presenter was supposed to yell profanities at dumb people, but

everyone in my session was smarter than I, robbing me of the one thing I felt I knew about presenting in Eugene. I think I had about 18 hours worth of material to present in my single session on the emerging *Morphographic Spelling* program. As I recall, I didn't do any format practice, in part because I didn't know I was supposed to, and in part because I probably didn't know any formats well enough myself to teach them to someone else.

Whenever I could, I'd go listen to Wes Becker present a session. The reason I did that was, in my view, *someone* ought to. Wes did sessions on research and I rarely understood anything he said. He was a good, confident presenter, making me wish I had some background knowledge to take into his sessions.

A Change in Presenter Policy

I'm taking this little stroll down memory lane for a reason. Presenters on the whole were very good in those early days, but we couldn't claim they were the best in the country because we couldn't afford to bring in people from

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

American Preparatory Academy
Draper, UT

Baltimore Curriculum Project Inc.
Baltimore, MD

Bancroft-Rosalie School
Bancroft, NE

Barren County Board of Education
Glasgow, KY

BCIU
Reading, PA

Beacon Services
Milford, MA

Bridgeport Public Schools
Bridgeport, NE

Cache Valley Learning Center
Logan, UT

CCSD 93
Bloomington, IL

Chief Leschi Schools
Puyallup, WA

City Springs School
Baltimore, MD

College of Micronesia
Kolonia, Pohnpei, FM

Criterion Child Enrichment
Milford, MA

Danville Schools
Danville, KY

Davis School District
Farmington, UT

Edenwald School
Pleasantville, NY

Educational Resources, Inc.
Cape Coral, FL

Evergreen Center
Milford, MA

Foundations for the Future Charter Academy
Calgary, AB

Franklin Pierce Schools
Tacoma, WA

Gering Public Schools
Gering, NE

Guam Department of Education
Hagatna, GU

ILSAE
Indianapolis, IN

Imagine Great Western Academy
Columbus, OH

James Irwin Charter Middle School
Colorado Springs, CO

Laurel Nokomis School
Nokomis, FL

Legacy Preparatory Academy
North Salt Lake City, UT

Mat Su Borough School District
Wasilla, AK

Morningside Academy
Seattle, WA

Mountain View Academy
Greeley, CO

Mystic Valley Regional Charter
Everett, MA

NIFDI
Eugene, OR

Oconomowoc Developmental Training Center
Oconomowoc, WI

Park Elementary School USD 428
Great Bend, KS

School District of New Richmond
New Richmond, WI

The Academy of Columbus
Columbus, OH

The Gregory School for Exceptional Learning
Ancaster, ON

Wildwood Academy
Oakville, ON

Winona Elementary
Loveland, CO

all over the country. As time passed, the Eugene conference got a little bigger, and Wes formed the Association for Direct Instruction as a major step in continually improving and expanding the Eugene DI conference.

I was on the ADI Board of Directors when we had a substantial change in circumstances: we hit a point where we could afford to bring in presenters from all over the place. In an important way, we had a great “problem,” if you’re going to have a problem: we had more good DI presenters around the country than we could use. Most of the people who had been presenters at Eugene from early on began to feel as if they were *entitled* to present some session or another. I had always presented spelling. Gary Johnson had always done *Corrective Reading Decoding*. A lot of people had always done some session that they began to claim as their own.

So what was the problem, really? Presenting was never my own forte, but you couldn’t beat people like Gary Johnson and Phyllis Haddox. The challenge for the board at that time was the number of people who kept returning to Eugene, year after year, and who eventually had been in sessions with just about everyone who presented. We couldn’t vary the session lineup too much. (“Oh, let’s not do *Reading Mastery II* this year.”) Instead, we decided to vary presenters. After all, the conference wasn’t for the presenters—it was for the participants. We took the ownership out of sessions by simply getting some of the author types to agree to let other people present on their programs. To name a few, that year Gary didn’t present, nor Jerry Silbert, nor Bonnie Grossen, nor I. There may have been others.

This I know for sure: when a presenter found out that Gary had voluntarily given up *Corrective Reading*, that presenter stopped protesting if he or she was also asked to give up one of those “owned” sessions. We successfully

established the practice of bringing in presenters from every corner of the country, not so much because the quality of sessions was a problem, but because the board believed participants deserved variety. As we grew, we were able to offer a greater variety of sessions as well as presenters. Besides, we reasoned, if someone wasn't invited to present one year for any reason, Bryan Wickman, the ADI executive director, would take all the flak and the board members would probably never hear about it.

Actually, there wasn't much flak at all for the first few years of the new policy regarding presenters at the conference. That policy hasn't changed, and today it remains ADI board policy: the board reserves the right to select people to invite to present at the Eugene conference (and any other ADI conference, for that matter). If you're not a presenter or former presenter at Eugene, then this policy probably sounds, well, *reasonable*. What governing body of an organization doesn't reserve the right to select presenters at its conferences?

Aiming to Please the Membership

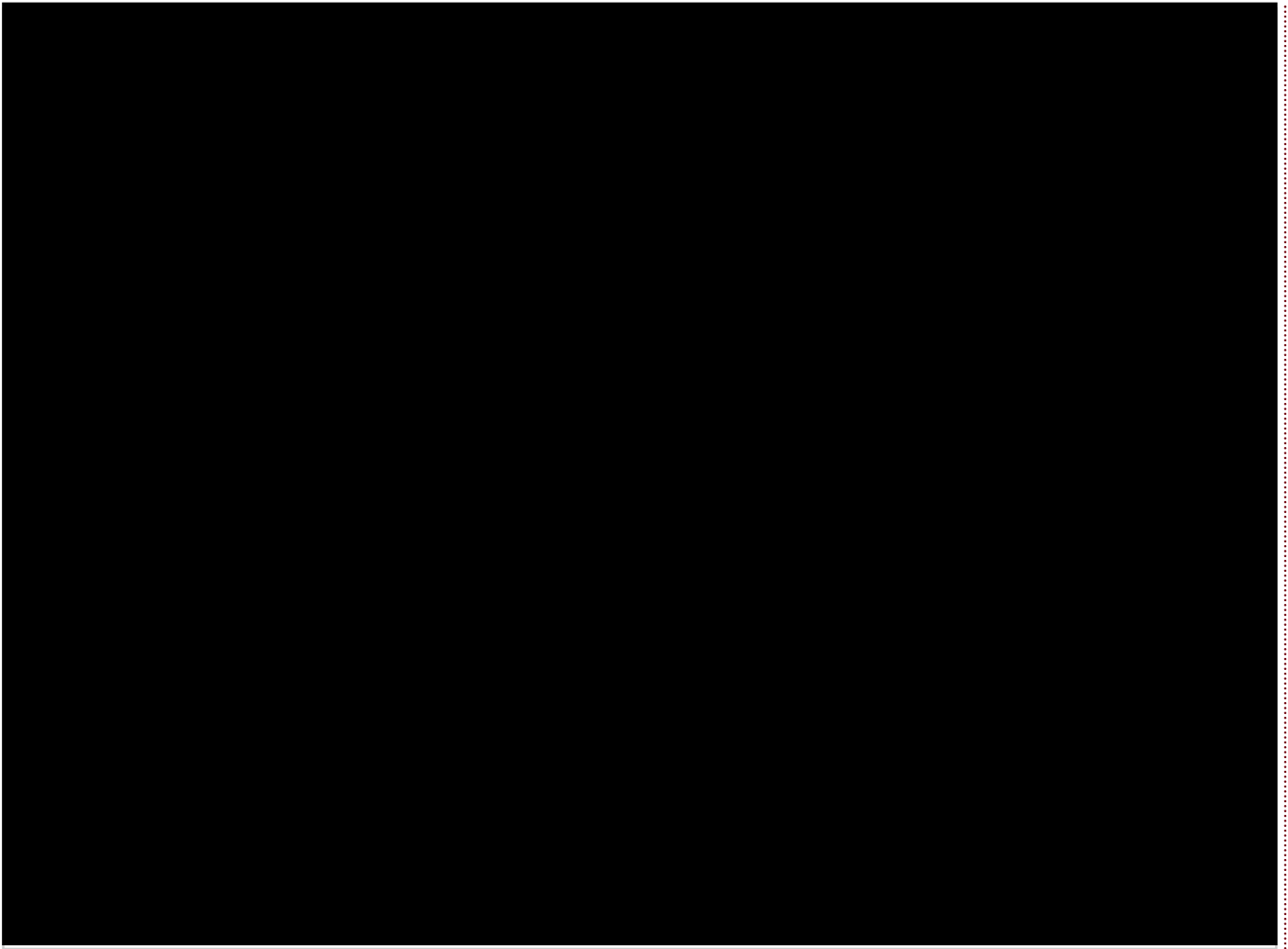
The way we select presenters is probably unknown to most people, including most presenters. We paint a bullseye on Bryan's chest, first of all. That is, if a presenter is going to go after either Bryan or the board, we choose Bryan. In simple (and serious) terms, the board focuses upon policy and the executive director implements the policies of the board. A designated member of the board looks at the selection of presenters Bryan and his staff have made, solely for the purpose of ensuring that board policy is implemented. The board of directors does not want the same people always presenting all the same sessions, to the extent that is possible. (Some sessions are highly specialized and were, in fact, created by the people who routinely present them.)

This year, in addition to providing variety and preventing ownership, the board directed Bryan to cut presenter expenses. One advantage of being an unpaid member of the board of direc-

tors, as opposed to being paid staff, is that the board can establish policies that make life harder for our paid staff, in order to represent the ADI membership the way the board perceives the members want to be represented.

We always have and always will have sessions on teaching the programs that Zig has authored. In addition, we offer other sessions that we think will be useful to our members and conference participants. We try to vary the latter, but we do tend to offer a few of the most popular sessions multiple times. The primary message I want to communicate about sessions is that neither the ADI directors nor staff want to sit around trying to dream up new sessions to offer. Some of our best sessions have been those recommended by a person or group willing to create and present a new session. The board and the staff want to encourage people to continue this practice. Variety in both quality presenters and quality sessions is the goal we have for our conference participants. *ADI*

DON CRAWFORD, Baltimore Curriculum Project



DON CRAWFORD, Baltimore Curriculum Project

A Dusty Book Yields a Critical Discovery

I'd already been the teacher of special education students for years when I first ran into Direct Instruction. I had taught at the high school, middle school, and upper elementary levels when I decided to take on a primary special education class in the mid-1980s. I knew I had failed to teach any of those students to read text fluently, although I had taught them a number of disjointed reading skills. I could teach them to read some words in isolation, but then when they went to read text, it was full of so many more words the students didn't know that they ended up guessing. And when they tried to sound out the words they didn't know, there were so many exceptions that the students weren't

successful. It was disappointing, but I didn't know anyone who could do any better.

I was looking for something a little more coherent than what I had been doing when I found a *Reading Mastery I* kit gathering dust in the school bookroom. I took it out and sat down to look at it. As I flipped through the lessons I noticed a curious thing. The words in the stories were composed only of words the students had learned to read in lists, and the words in the lists were all made up of letters whose sounds had been previously learned in isolation. I thought to myself, "Hey, that might work! If they learn the sounds first and they can sound out all

the words they encounter, they might be able to learn to read."

So I took the kit to my room and started using it. I had a caseload of 28 third- and fourth-grade students with learning disabilities, none of whom could read a lick after all this time in school. I formed four groups of seven students each, two groups in the morning reading class and two in the afternoon. My assistant and I taught the groups on alternate days. We opened the books to Lesson 1, marked where we finished each day with the colorful plastic "progress indicators," and off we went!

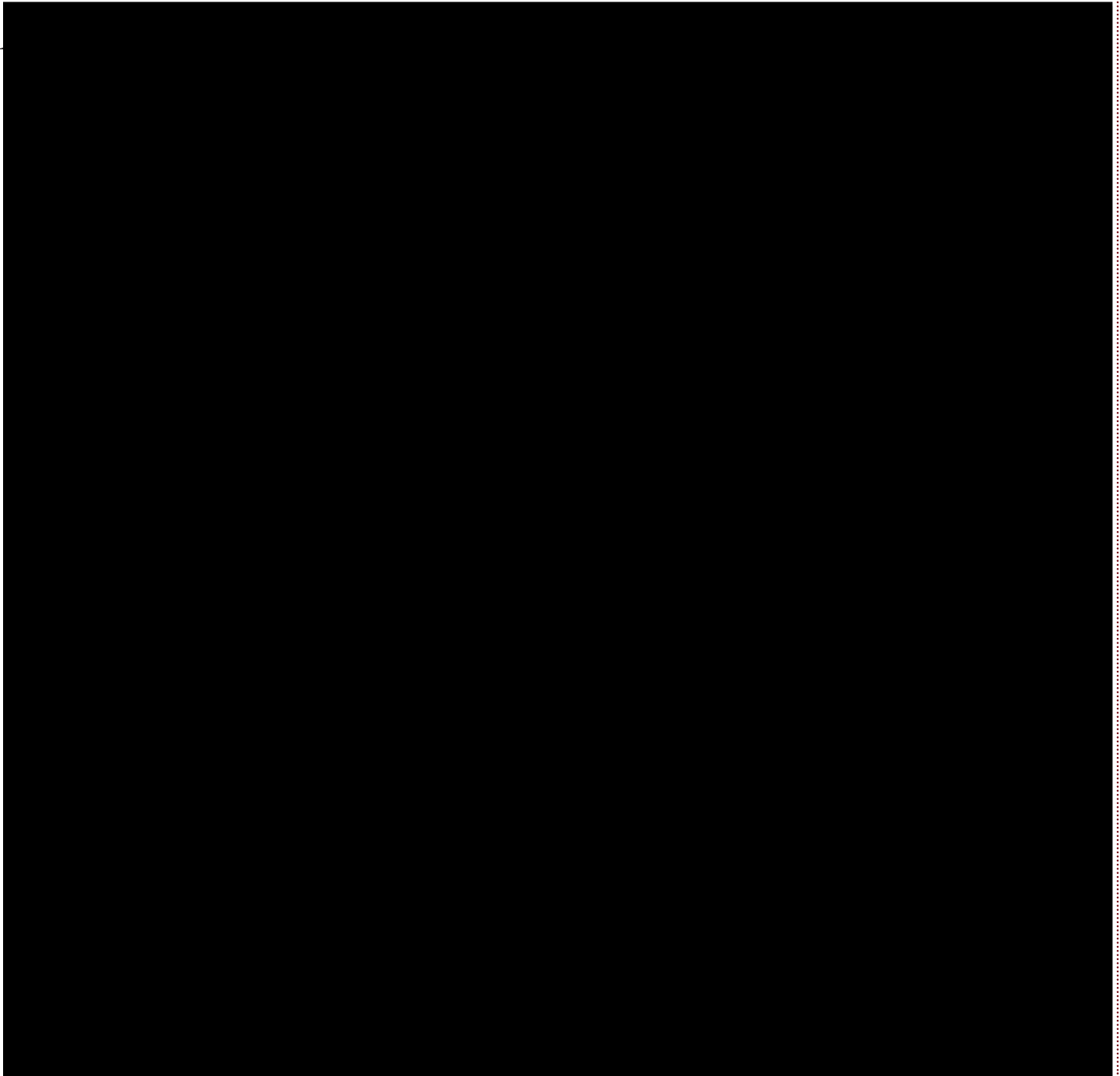
Our training consisted of pestering representatives from SRA—the publisher of DI materials—for tips whenever they showed up at regional or

district events. I never knew there was an Association for Direct Instruction, or that there were people doing this at the University of Oregon. I knew the program had been written way back in the '60s, so I assumed the principal author must have passed on by now. (Based on the name on the box, Siegfried Engelmann, I pictured a short, bookish professor with a bow tie and a pencil-thin mustache. Imagine

my surprise when I met Zig for the first time in the early '90s!) But clearly, whether dead or alive, the author of this program had been a genius, because my kids were chugging along through the lessons and learning to read. I made copies of the stories so they could take them home and prove to their parents that at long last they were actually learning to read!


It was a great discovery to find a tool that would accomplish what I had been struggling to do for so long. At the end of two school years, all of my supposedly dyslexic students had finished *Reading Mastery II* and were solid decoders. I was convinced that Direct Instruction was the best thing going in all of education—a view I still hold to this day. ~~ADI~~

HARRY SCHILLING, Baltimore Curriculum Project



This was the final straw! I informed everyone, including administrators, staff, friends, family members, enemies, and so-called DI experts, that

—Don & Randi, editors

Since that time, I have been involved in Direct Instruction, which is expertly designed and teaches students better than I ever could without it. I want to express my appreciation and gratitude to the administrator who had the courage to confront me when my defiance for DI was at its peak. 



Serendipity, Direct Instruction, and Me

I waited tables in suburban Chicago with an undergraduate degree in elementary education from the University of Michigan (and a minor in early childhood education). I knew I couldn't teach. My mastery of learning centers, child-based learning facilitation, and literacy-rich environments provided me with absolutely no confidence in my ability to teach anything to any child. I simply knew I'd fail.

My professional life began one Sunday when I waited on a woman who looked me in the face and asked why I was waiting tables. I told her of my plans to move to Eugene, OR, to go to graduate school in special education. This was my standard response to anyone who asked. I had visited friends who transferred to the University of Oregon. I committed to moving to God's country. And it was rumored that special education departments believed in teaching teachers to teach. I wanted to teach. Also, I needed something to tell people when I said I was moving to Eugene. The woman, Linda Garcia Olin (implementation specialist during the Follow Through years), excitedly

said she would bring her best friend to brunch the following week.

That next Sunday, Linda Garcia Olin arrived with Linda Carnine at the restaurant, and they sat down at one of my tables. Carnine gave me her card and said, "Contact my husband, Doug, when you get to Eugene."

Heading West for DI

In July 1979, I moved to Eugene, waited more tables, met with Doug (one of the original leaders of DI), and volunteered in a Direct Instruction first-grade class. I began the Handicapped Learner Norm program at the University of Oregon in 1980. Doug became my advisor, professor, and mentor. I was screamed at in Zig Engelmann's class—he never liked a poor example set. I got to work with Mary Gleason on my master's thesis, which became a piece of her Expressive Writing program. I mastered the use of a full set of tools meant to guarantee learning.

In August 1982 I obtained my first teaching job at the Experimental Edu-

cation Unit (EEU) at the University of Washington. I was standing in Doug Carnine's office waiting for him to get off the phone when I overheard the words "early childhood." I failed to get his attention. I wanted to remind him that my undergraduate minor was in early childhood education. Joe Jenkins, director of the EEU, wanted to start a DI preschool in September for comparison with a language-based program. Joe interviewed and hired me over the phone. I moved to Seattle three weeks later.

Learning in Action

I used DISTAR Reading, Language, and Arithmetic in my preschool classroom at the EEU. I can't describe the feeling (I still get it) of knowing I was good at my job. My classrooms were joyful and my most difficult-to-teach students were learning.

I am vehement in my belief that literacy is a basic right and illiteracy is not an option, that children who are not taught well are being abused. Finding DI was serendipity, and I am a true believer. One might say I drank the Kool-Aid. *ADI*

DON CRAWFORD, Baltimore Curriculum Project



Teacher Data Reporting: Why and How to Implement It

One of the most powerful aspects of Direct Instruction (DI) implementations is the fact that the instruction can be very data driven. At a minute-by-minute level, students are actively engaged, answering questions chorally or taking individual turns. The teacher is able to adjust instruction to respond to this ongoing auditory data on student success. At the lesson-by-lesson level, students have independent work, which is graded and

corrected. Where the independent work of the students shows weaknesses, teachers can provide additional instruction. After every five or ten lessons there are tests in DI programs. The results of these tests tell teachers whether to provide extra “remedies” to fix misunderstandings or to let students move on to learn new material. Thus, DI has the capacity to be very data driven.

Lack of Problem Ownership

Despite the fact that DI is designed for a data-driven approach to instruction, most teachers have not been trained to use data to inform and modify their instruction. In fact, research has demonstrated that teachers seldom see lack of student success as their problem. Few teachers recognize problem data as an indicator of their need to change something in their instruction. They may blame the students, the program, the weather, or cycles of the moon, but not their own teaching behaviors. One challenge for making the most out of a DI implementation is

to develop a sense of problem ownership among teachers. Traditionally, we have not done a good job imparting this attitude among teachers in school-wide DI implementations.

As part of most school-wide implementations of DI, information is collected weekly from teachers on forms that chart lesson progress and monitor mastery of independent work, tests, and reading fluency checkouts. The coaches and administrators go over this data in a weekly meeting and/or conference call. Administrators and coaches look for data that show lesson progress being less than expected, or where mastery of independent work or tests is not being achieved. Coaches note this information and then go into those classrooms to look for opportunities for improvement. Because the initial problem in the data was not identified by the teacher, he or she was not looking for assistance. Ideally, the teacher welcomes the coach because of the help the coach can provide to deal with the problem. However, if the teacher was not aware of, nor bothered by, the problem, the coach's assistance and suggestions for change are not as welcome. In fact, the identification of the problem and the arrival of the coach are often seen as something of a "gotcha" by teachers, rather than a help. Even in instances where the coach and the teacher get along, are well mannered, and are professional, the teacher often displays a certain lack of ownership of the problem found in the data.

The coach is expected to come up with a solution, which is delivered to the teacher. Very skillful coaches working with growth-oriented teachers operate successfully in this model, however it has some structural weaknesses. Although some teachers accept the suggestions well, a weakness in the model stems from the lack of teacher ownership of the problem. This lack of ownership colors the way the coach's recommendations for change are received. The teacher didn't see the problem and wasn't looking for a solution or planning to make a change.

The focus necessarily becomes one of compliance with the coach's suggestions rather than a focus on solving the teaching problem. When the problem is not solved, the teacher's response is often along the lines of, "Well, I did what you told me to do," rather than being involved in self-examination or problem solving. Focusing on compliance rather than problem solving erodes the professionalism of the teacher—and fails to involve the teacher's problem-solving skills.

We have found that changing this paradigm to one that gives teachers more ownership of the problem can greatly strengthen the data-driven aspects of DI. We do this by giving teachers all the expectations in clear and unam-

biguous terms and then asking them to evaluate and report on their own data and come up with their own solutions. We encourage teachers to consult with the coaches to get ideas for solving problems, but the teachers are asked to select the fix they plan to use and report on why.

When teachers are given the expectations clearly, they can easily recognize when their data falls short of the guidelines. They recognize that the shortcoming is not the result of someone out to find fault with them, but rather that students are not learning as well as we expect. We find that having teachers evaluate their own data and identify the problems themselves leads to less defensive attitudes than

DI-ANNOUNCE Electronic List

An electronic list is now available: DI-ANNOUNCE. As its name indicates, DI-ANNOUNCE is an electronic list for announcements on resources for those studying or implementing Direct Instruction. List topics include the following:

- research articles, news articles, and other publications on DI;
- updates on DI implementations;
- meetings, conferences, and workshops on DI;
- authors' remedies for specific exercises in the DI programs that have been identified as being difficult for children;
- new DI products and resources;
- grant opportunities or awards for DI research or implementation;
- job opportunities for DI researchers or practitioners;
- sources of data on student performance for analysis or distribution.

Note that DI-ANNOUNCE postings are limited to ANNOUNCEMENTS. The list is NOT a discussion list, and it is moderated. Any replies, jokes, or other off-task messages will be rejected. There is an on-line, web-based archive of postings for later reference and retrieval. In this way, the list is designed to be a streamlined tool for communicating information on the most critical developments in the field of Direct Instruction.

To subscribe, send a message to join-DI-ANNOUNCE@lyris.nifdi.org.

You will then receive a "welcome" message with additional information about the list. You can also go to <http://lyris.nifdi.org/> to see an archive of past announcements sent to the list, including the "welcome" message.

The list launched last October. You are invited to join the list and send announcements as appropriate. Feel free to call Kurt Engelmann at the National Institute for Direct Instruction (NIFDI) via 877.485.1973 toll-free or email kurt@nifdi.org if you have any questions about the list.

when the coaches or administration find the problems in the data.

Additionally, when teachers find and try out their own solutions, having that responsibility also powerfully changes their attitudes. If the chosen solution doesn't work, teachers are far more willing to explore a variety of reasons why the solution didn't work and look for alternatives. Teachers will try to find out whether their implementation skills were insufficient to solve the problem or whether another solution is needed. In all cases the teachers are invested in finding a solution—rather than being annoyed with the coach or trying to prove him/her wrong. The attitude of “Well, I did what you told me” no longer surfaces.

Having teachers evaluate their own data and be responsible for selecting their own action plans treats teachers like the professionals they should be. Professional teachers should be focused on planning to solve problems regarding student achievement, rather than complying with directives from their “bosses.” Teachers who are unwilling to step up to the plate and accept responsibility for student achievement will never stimulate high achievement and probably should find a different career. Teachers are not expected to know all the answers, and coaches and administrators must be willing to help, but in the final analysis the classroom teacher must be focused on student success, rather than on complying with directions from others.

Implementing Teacher Data Reporting

Implementing teacher data reporting requires a four-step process. First, goals and expectations must be clearly communicated and agreed upon with the teacher at the beginning of the year. Second, the schedules, forms and procedures to be used in the reporting process need to be shared with and explained to teachers well in advance of the first reports. An important part of this step is to establish the expectation that teachers will display an atti-

tude of problem solving rather than blaming lack of success on the children. The third step is the actual reporting. It is critical that the sessions where teachers report are attended by peers and administrators and that the appropriate professional, problem-solving attitudes be recognized, encouraged, and supported. Fourth, administrators need to provide individual evaluative feedback to the teachers based on both their presentations and their classroom results. The details of each of these steps will be explained more fully.

Step 1: Setting goals and expectations. The basic goal is to complete a level of any of the developmental DI programs in one year. (A remedial program with 60 or so lessons is meant to be completed sooner—typically in half a year.) Each level of the programs is designed to be taught within a school year, with the first lessons easier and focused on review of the previous level, and the

final lessons applying all the various strands that have been taught during the year. Groups that are on grade level and finish early should be rewarded with a chance to choose instructional materials rather than going on to the next level.

While it is standard practice to expect a level per year for all groups and all teachers, any ambitious goals (more than a level in one year) should be discussed with the teacher ahead of time. If a group is expected to catch up by doing a year and a half in one year, some plan will need to be put in place to give extra time to that group—and to set goals so the group can catch up by doing a level and a half during the year.

Reporting on data occurs at the end of each quarter and in the middle of each quarter when interim reports go out. This makes a total of eight reports a year. Once the school year has been divided into eight equal parts, the

NOW AVAILABLE FROM ADI PRESS!

Teaching Needy Kids in Our Backward System

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

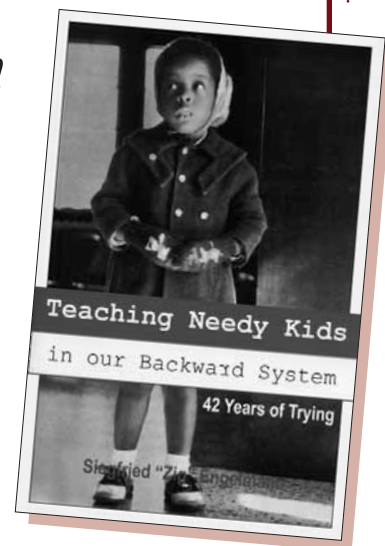
Zig has signed a limited quantity of the book to be made available only through ADI. ADI is offering these autographed copies at a special introductory price of \$25.00 plus \$4.00 S&H, discounted from the list price of \$32.00. Order your autographed copy today by calling, faxing or ordering online.

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goals can be set by dividing the number of lessons in the program by eight. For the longest programs, which have 160 lessons, the division is simple: complete 20 lessons in each period. Other, shorter programs would not necessarily have to complete the same number of lessons in each period to finish the level by the end of the school year. Once the eight goals are set for each teacher and each subject, the goals are put into something like *Form 1: Lesson Progress Goal Sheet* (see Table 1).

Not only are lessons to be completed, but they are to be completed at mastery. The goal is that all students will be at mastery, but for a variety of reasons there will often be a student or two or three who don't perform at a mastery level on a particular test or assignment. The rule of thumb is that as long as at least three-fourths or 75% of the students are at mastery on any given test or assignment, there probably is no problem. Something must be done to address the misunderstandings of any students

who are not at mastery, but the class as a whole is okay and should keep moving on. Lack of mastery for the part of the class that falls below expectations is assumed to be a temporary and transient situation. If the same three students fall below mastery consistently (three tests or assignments in a row) then this problem needs to be investigated. Note that on the form for reporting results shown in Table 2 (*Form 2: Interim Summary*) there is a place to note consistently failing students.

Table 1
Form 1: Lesson Progress Goal Sheet

Teacher _____ Grade _____ Date _____ School Year _____

			Date at end of 1st Interim	Date at end of 1st Quarter	Date at end of 2nd Interim	Date at end of 2nd Quarter	Date at end of 3rd Interim	Date at end of 3rd Quarter	Date at end of 4th Interim	Date at end of 4th Quarter
Reading Program/Level	Group Name	Starting Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson
Language Program/Level	Group Name	Starting Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson
Spelling Program/Level	Group Name	Starting Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson
Math Program/Level	Group Name	Starting Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson	Goal Lesson

What score is considered mastery varies a little bit—and different implementations may want to establish somewhat more rigorous or less rigorous standards for themselves. Some assessments, such as oral reading fluency checkouts or mastery tests in *Reading Mastery I*, have their own criteria for passing or mastery. Those should be followed. Where not specified, a good rule for mastery in other tests in DI materials is that a student must get 90% correct to be at mastery. A common rule for independent work is that a score of 85% or better is considered at mastery. The ultimate objective for teachers is to bring all the students to mastery on

all the material in the instructional programs. The minimal expectation is that at least three-fourths of the students achieve mastery on each assessment in each subject.

The principal should take the time to meet individually with each of the teachers to clarify the lesson goals and mastery expectations. The principal would give something like *Form 1: Lesson Progress Goal Sheet* to each teacher individually in this meeting. This need not be a lengthy meeting, especially in classes where the lesson progress goals are standard (i.e., finish the level during the year). It may take more time to work out more ambitious goals and to

hammer out a plan for achieving those goals. When the principal takes the time to speak one-on-one with teachers about these goals, it underscores their importance. Teachers should understand that a significant part of their evaluation hinges on student achievement, and they should recognize that these are the minimum expectations for the year. This start-of-the-year meeting is a necessary antecedent to the end-of-the-year evaluation when the teacher's results are compared to these initial achievement expectations.

Step 2: Arranging schedules, forms, and procedures. Before the year starts, a

Table 2
Form 2: Interim Summary

School _____ Date _____ Teacher _____
(Circle one) 1st Interim 1st Quarter 2nd Interim 2nd Quarter
 3rd Interim 3rd Quarter 4th Interim 4th Quarter

Subject	Program level	Group name	Grade level(s) of students	# in group	Lesson Progress		Tests	Checkout	Independent Work
					Last lesson # completed	Goal Lesson	# over 90%/ # tested/ # in group	# passed/ # took test/ # in group	# over 85%/ # completed/ # in group

Students not passing (and last three consecutive below-passing scores): _____

High students (and last three consecutive unusually high scores): _____

committee of teachers and administrators should look at the calendar and establish the dates when each interim period (mid quarter) and quarter ends. Not only should the committee establish when the periods end, but also the dates for teachers to present their reports—making sure that those days are not in conflict with other priorities. The committee may want to adjust goals to account for giving of state tests or start-of-the-year routines—or may want to keep it simple. The committee will need to set goals for all subjects. If there are goals for some subjects and not others, teachers will end up shortchanging the subjects without goals to be able to meet their goals in the “more important” subjects.

Teachers report their data on something like *Form 2: Interim Summary*. The teachers give group information for each group and each subject being taught. They should report what lesson they have completed as of the

closing date of the period—and compare it to the goal lesson. This is the reason the dates should be firmly established, so that reports aren’t a litany of excuses about how the goals weren’t properly set, or there weren’t the right number of days in the period, and so on.

The form for reporting includes places to report how many students achieved mastery on the most recent assessments. For reporting the number of students who are at mastery, it is very helpful for the teacher to report data as a three-part fraction. The first number is the number of students who tested at mastery. The second number is the number of students who actually took the test. The third number is the number of students in the group. All three of the numbers are crucial to being able to clearly evaluate the data. Imagine that the teacher reports 15/25/26. Only 15 students are at mastery, and there are ten students who took the test and failed

to score at mastery. Far less than three-fourths of the students are at mastery. This is big problem and the teacher needs to put in place some remedies to address the low level of mastery in this class. Imagine instead that the teacher reports 15/16/26 on the latest test. The same number of students passed the test, but almost all the students who took the test are at mastery (more than the three-fourths that is expected). There is an issue about getting all the students into class and taking the test, but once they do, they seem to know the material. There is not a problem with mastery in that class, but one can’t fairly evaluate it without all three pieces of data.

Teachers should share their data on the interim summary form and briefly lead everyone through the data. They should note both where the data meet the expectations and where they do not meet the expectations. The questions teachers should be answering in their presentation are listed in *Form 3: How to Analyze Student Data*, shown in Table 3. This part of their presentation should be fairly matter-of-fact.

Then the teachers go on to discuss their data and their action plan for fixing areas that are not as good as the teacher would like, e.g., the areas that don’t meet the established criteria. Something like *Form 4: Data Discussion and Action Plan*, shown in Table 4, can be used to structure each teacher’s thinking and discussion. The teacher should address the most important issues and should be able to address all the areas where achievement is substandard. The critical part of the exercise is to identify procedures or teaching techniques that will enable the students to succeed. If teachers are at a loss they can certainly ask for assistance from the coaches or administration. Presumably when a teacher is asking for help, the teacher’s attitude will be much more receptive than when he or she receives forced, and unsolicited, assistance.

Everyone likes getting mail...

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

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

To: majordomo@lists.uoregon.edu

In the message portion of the email simply type:

subscribe di

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

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

To: di@lists.uoregon.edu

Subject: *Whatever describes your topic.*

Message: *Whatever you want to say.*

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

One of the strengths of the “action plan” format is that it bypasses the need for excuses. The assumption is that the teacher will need to address and improve some areas, and the question is always, “What are you going to do about it?” rather than affixing blame. Administrators and coaches and other teachers will need to help each other maintain this focus on problem–solution rather than finding fault or making excuses. The students can learn the

material. The only question is what we have to do with the students to accomplish that end. The administration will have to support, praise, and recognize the appropriate attitude of problem solving while ignoring and refusing to engage when any teachers express attitudes that blame the students for their lack of success.

Each teacher ought to be able to report their data in five minutes—so

data reporting should be arranged to occur in groups of 8 to 15 teachers. A school with only a dozen teachers could do interim reporting in an after-school staff meeting. Schools with larger staffs may need to do reporting in two smaller groups—however, groups of five or less may lack formality or structure, making it more difficult to manage attitudes. Small groups may be more inclined to get caught up in stories about specific students in

Table 3

Form 3: How to Analyze Student Data

For each subject/group use your data to answer these questions.

Evaluate lesson progress for the group.

1. Data: What lesson is the group on and what is the goal for this period?
2. Evaluate: Is lesson progress satisfactory? Is the group on track to meet the end-of-year goal (finish the program)?
3. Action: Observation or assistance needed to identify/overcome obstacles?

Evaluate mastery on tests.

4. Data: What fraction of the group was over 90% on the most recent test?
5. Evaluate: Is more than three-fourths of the class at mastery (90%)?
 - a. If not, are students getting remedies for skills that were low?
 - b. Does re-testing show the group to be firm?
6. Action: Observation or assistance needed to identify/overcome obstacles?

Evaluate mastery on reading fluency checkouts (only in reading).

7. Data: What fraction of the group passed the most recent checkout?
8. Evaluate: Did more than three-fourths of the class pass the checkout?
 - a. Does re-testing show your group to be firm?
9. Action: Observation or assistance needed to identify/overcome obstacles?

Evaluate mastery on independent work.

10. Data: What fraction of the group got 85% on the most recent independent work?
11. Evaluate: Did more than three-fourths of the class get 85% or better?
 - a. If not, can you identify or characterize the problem? Is it absences, carelessness, or slow working, or do students need extra help?
 - b. Do we have evidence to suggest the group is now firm?
12. Action: Observation or assistance needed to identify/overcome obstacles?

Evaluate individual students not passing.

13. Data: List any student(s) who had three consecutive below-passing scores (and their scores) on the most recent tests and/or independent work/checkouts.
14. Evaluate: Do we know what the student(s) need(s) to succeed? Is there a plan to assist the student?
15. Action: Observation or assistance needed to identify/overcome obstacles?

Evaluate individual high students.

16. Data: List any student(s) who scored 100% three consecutive times (or half the time) on the most recent tests and/or independent work/checkouts.
17. Evaluate: Is this high achievement typical for this student?
18. Action: Should the student be evaluated for a higher group?

which blaming the child may become the focus.

Step 3: Participating in the reporting process. Teachers share their data on something like *Form 2: Interim Summary*. They report on lesson progress and mastery in all levels.

Teachers should be at or beyond the goal lesson. If they have fallen behind, part of their action plan should address how to speed up lesson progress. It is critical that efforts be made to increase lesson completion early in the year while there is still the possibility of completing the level on time. It is too late for a teacher who is 40 lessons behind when there are only 60 days left in the school year. Far better to jump on the issue when a teacher is 10 lessons behind and there are still 100 days left in the school year.

Note that lesson progress issues are difficult to address. It is commonly assumed that slow lesson progress reflects a low group that requires more repetitions to bring to mastery. However, speeding up progress is more often a matter of saving a few minutes here and there throughout the lesson—finding many small efficiencies—rather than having to spend a lot of time repeating parts to get groups to

mastery. All of the little efficiencies seem picky, but they are usually the key to improving lesson progress. The simplest solution is for the teacher to operate on the assumption that a lesson can, should, and will be completed each day during the time allotted. If that is the teacher's daily goal and expectation for the class, it can happen most of the time. This is a key reason why the teacher ownership of the problem is critical to successfully solving it. For more on this, see "Remedies for Fixing Problems with Lesson Progress—Without Sacrificing Mastery" in *Direct Instruction News*, Spring 2009, Vol. 9, Number 1, pages 15-17.

Teachers should have at least three-fourths of each group at or above mastery on all assessments. If any groups show less than adequate mastery, the teacher's action plan should address how to bring up student mastery. For 19 ideas on how to improve mastery, see "Remedies for Fixing Problems with Mastery—Without Sacrificing Lesson Progress" in *Direct Instruction News*, Fall 2008, Vol. 8, Number 3, pages 14-19.

These interim reports—done eight times a year—can effectively leverage administrators' time by focusing teacher accountability for student

achievement into an efficient, structured time. Attending and participating in these reporting sessions accomplishes several goals at once. First, these sessions help raise the bar for academic achievement. The teachers are reporting their results to not only the administration but also their peers. Low-performing teachers will see (with eight repetitions a year) that they are not accomplishing as much as their peers—a fact that is difficult to communicate in the privacy of the evaluation process. Second, these sessions cultivate and celebrate the essential problem-solving attitude that is the cornerstone of high-achieving schools. By making these reporting sessions an important part of the school's culture, the principal can do a lot to reinforce the kind of can-do attitude needed in the school. Third, these sessions provide an opportunity for the principal to show praise, excitement, and recognition of academic achievement in a way that communicates its importance in the mission of the school. When strong achievement data evokes spontaneous applause or a whispered "Wow!" from the administrators, these reporting sessions can really set the tone for what is important and respected in a school.

Table 4

Form 4: Data Discussion Points and Action Plan

Use your Interim Summary data to prepare answers to these five general questions. Prepare an Action Plan based on what you want to see improve. Use the attached "Remedies for mastery problems" or "Remedies to improve lesson progress" for ideas for your Action Plan.

General questions

1. What surprised you about the data?
2. What were areas of growth/improvement that the data revealed?
3. What were areas of concern/opportunities to improve that the data revealed?
4. What did you do differently during the last period of instruction?
5. Do you feel that this difference worked?

Name: _____ Action plan: _____

Step 4: Evaluating teachers based on data. Should teachers be evaluated on the basis of the achievement of their students? Yes. Increasing student achievement is the primary job of a teacher. If evaluations are based on something other than student achievement, then student achievement is no longer the most important aspect of the job. The job of a teacher can be made easier by assigning a class of more able students, and it can be made more difficult by assigning a class of students who are less able or less cooperative. While the job can be made more difficult, expectations should ultimately not be any different given students' proper placement in a DI curriculum. Teachers still need to bring students to mastery and make lesson progress, even if they must learn and employ additional structures, efforts, and techniques to do it. Given the DI curriculum, it is possible to have the same mastery expectations and lesson progress goals for all

groups. If necessary, some groups may need to be smaller in size or have a few minutes more for a lesson than their higher-performing peers to achieve these goals—but the adjustments are made to ensure the same level of mastery and the same one-level-per-year progress.

Additional common-sense procedures should be in place before evaluating teachers based on student achievement. Classes should be balanced as much as possible. No teacher should always get the low group. Coaches and administration should be involved in problem solving when there is a low or difficult group. If no one else knows what to do, or no one can meet the expectations, then it wouldn't be fair to expect the teacher to be able to do it either. In such a case, progress and improving achievement can be considered the best possible outcome. However, if coaches or administrators can demonstrate how to accomplish mas-

tery with the group or how to complete a lesson a day, then the teacher can be expected to do the same.

Evaluating teachers based on the achievement reported in the interim summary reports need not be cumbersome or complex. Something like *Form 5: Interim Data Reports Observation* shown in Table 5 can be completed while teachers are giving the reports. There are three basic areas in which to evaluate: lesson progress, mastery, and problem solving.

The principal can simply record a plus for every group/class that is meeting its lesson progress goals. If everything is taught to the whole group, then there would be one mark for every subject. If there are three reading groups and two math groups, there would be five marks in reading and math. A four-point evaluation could go something like this: If all groups are meeting their lesson

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We are seeking expressions of interest for a Primary School Instructional Leader (Principal) to join a project team aimed at reforming indigenous education in a remote Australian community. The project has a Direct Instruction approach to giving children a better education.

This is a challenging role that will require an individual who is passionate, educationally competent and committed to leading accountability and high expectations. You must be prepared to spend considerable time engaging with the community to support them through what will be a dramatic change in the way their children are educated.

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- Eligible to work and teach in Australia by meeting various immigration and educational requirements (to be confirmed);
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Preference will be given to candidates who have at least 2 years experience with Direct Instruction.

We are also looking for teachers to work for 6 months to 2 years.

If you are a teacher with experience in Direct Instruction, we would also like to hear from you.

Please express your interest in this role by forwarding a cover letter and copy of your resume to **info@nifdi.org**.

Table 5
Form 5: Interim Data Reports Observation

Lesson Progress Score* _____ Teacher observed _____

Mastery Score* _____

Presentation Score* _____ Observed by _____

Date _____ (Circle one) 1st 2nd 3rd 4th (Check one) Interim ☐ or Quarter ☐

If group meets goal, put a plus in that area. If not meeting a goal or no data provided, put a minus.

Subject: Reading, Language, Math	Group Name	Reached goal lesson (+ or -)	Mastery Data		
			$\frac{3}{4}$ over 90%? Test (+ or -)	$\frac{3}{4}$ pass? Checkout (+ or -)	$\frac{3}{4}$ over 85%? Ind. Work (+ or -)
Spelling					
Vocab/Read-aloud					
Reading BCR					
Lesson Progress Score			Mastery score		

Lesson progress and mastery scores:

All groups + = 4 points; most groups + = 3 points; half = 2 points; some = 1 point; none = 0.

1. Provided information in nearly all areas, professionally presented. (1) _____
2. Described areas of growth/improvement in the data. (1) _____
3. Identified areas of concern/opportunities to improve. (1) _____
4. Described an action plan that addresses areas of concern. (1) _____

Professional Presentation Score _____

Comments:

progress goals, give four of the four points—that would be excellent or proficient or the highest possible. If most of the groups are meeting the goals, mark three of the four points—that should be satisfactory. If only about half of the groups are meeting lesson goals, mark two of the four points for an unsatisfactory evaluation. Some would equal one point and none would garner a zero.

A similar evaluation could work for mastery. Mark a plus for every assessment reported in which three-fourths or more of the students are at mastery. One teacher might have five subjects and maybe report on a dozen or more assessments (checkouts, tests, and independent work). If all of the assessments showed more than three-fourths of the students at mastery, the teacher should receive the highest evaluation on that topic: four out of four. If most assessments meet the criteria, the teacher should receive three of four, and so on.

The final aspect evaluation could center on the professionalism of the presentation and whether there were reasonable plans to address all the areas of concern. Teachers could

receive encouraging evaluative feedback when there are problems if the problems are being addressed and the results are being looked at to offer direction for further changes. If teachers received a copy of something like *Form 5: Interim Data Reports Observation* after each interim summary report they gave, teachers would know where they stand and what they need to work on for improvement. If student achievement is important, then this kind of evaluative feedback is essential. Giving evaluative feedback on lesson progress, mastery, and professional planning would serve to greatly focus teachers on improving student achievement.

Summary

Implementing teacher data reporting serves to increase teacher ownership of problems and decrease resistance to help from coaches. It focuses teachers on methods to increase student achievement rather than on relatively passive compliance with direction from others. Teachers can report their own data on lesson progress and student mastery eight times a year, ending each report with an action plan to improve problem areas. There are four

steps to implementing teacher data reporting. The first step is to share the goals and objectives and discuss them with teachers based on finishing a level per year and keeping all students at mastery. The second step is to work out the schedules, get the forms to everyone, and explain the procedures prior to the first reporting date. The third step is to attend the interim data-reporting meetings eight times a year, keeping a positive problem-solving attitude in place. Praise and recognition of teachers who are meeting their goals should be evident. The fourth step is to incorporate information from these interim summary reports into evaluations so that teachers understand that success is their goal.

Direct Instruction can greatly improve the academic achievement in schools, but it will never reach its true potential until all teachers in the building are focused on the mission of increasing student learning and success through DI and are willing to measure their success through the use of objective data. *ADI*

RANDY SPRICK, Safe & Civil Schools



RANDY SPRICK, Safe & Civil Schools

Progressive Consequences— Do They Work?

Many teachers in our school use a classroom management plan in which each student has a set of colored cards contained in a pocket chart located in a prominent place in the classroom. When a student misbehaves, a card is pulled from his or her pocket. Each card is a different color and represents a progression of consequences. When the green card is pulled it serves as a warning, when the yellow card is pulled the student loses recess, when the orange card is pulled the teacher will contact the student's parent, and if the red card is pulled the student is sent to the office. What do you think about this kind of system?

This is a question educators often ask in my workshops, so I thought it might be helpful to publish an answer. When evaluating any disciplinary intervention for use in your classroom, I always begin by asking myself two questions.

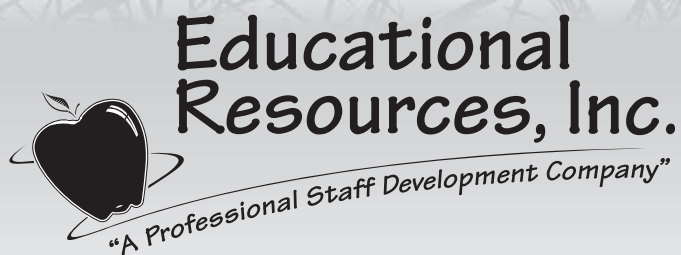
First, does the intervention treat children with dignity and respect? If the answer to that question is no, reject the intervention immediately.

In this case, I believe it is entirely possible for a teacher to assign progres-

sively more serious consequences and do it in a manner that is respectful.

Which brings us to the next question: Is the intervention working? Is it helping in your efforts to motivate students to be responsible and actively engaged in instruction? If the answer is yes, then you have a disciplinary plan. If it isn't broken, don't try to fix it! However, if the answer is no...

In this case, I believe the answer could easily be no. It would be very difficult for a teacher to be consistent in handing out progressive penalties, especially if that teacher is with the same children for the entire day. For a middle or high school teacher, the system



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probably works better. For an elementary teacher, it would be almost impossible. Let me show you what I mean:

Johnny absentmindedly begins to tap his pencil on his desk. He is not doing this purposefully to cause trouble. It's a habit that he is virtually unaware of. However, his action is disruptive to the lesson. The teacher issues a warning and pulls his green card. Johnny stops immediately.

Twenty minutes later, Johnny starts up again. The teacher, who genuinely likes Johnny, pulls his yellow card. Now, he's lost his recess. But, he does stop the misbehavior.

Ten minutes go by—and Johnny starts up again. What does the teacher do now? Pull the orange card and call his parents. What if he taps his pencil another time? Would the teacher send him to the office?

At this point, the misbehavior is too trivial for the severity of the consequence. Yet, that is the progression. To be consistent, the teacher should pull the orange card. But she (or he) doesn't really want to send Johnny to the office for tapping his pencil four times. Instead, she looks him straight in the eye and says firmly, "Don't make me pull this card!"—a phrase that can only lead Johnny into thinking that he has the power to "make" his teacher do something she doesn't want to do. Or even worse, she says, "I really don't want to pull this card," leading Johnny to wonder what she does want to do and to continue the misbehavior just to find out.

The problem inherent in a progressive consequences system is that all misbehavior is addressed with the same increasingly severe penalties. However, misbehaviors are not equivalent. Tapping a pencil is not the same as pushing someone. If the government used such a system, we could easily end up in jail for parking tickets! Fortunately for most of us, the government puts parking tickets on a different plane

than speeding tickets or DUIs, and treats us accordingly.

Making Progressive Consequences Work

To make a progressive consequences system work better, consider following the government's example—recognize that misbehavior can be minor or serious and respond appropriately.

In this case, set up a parallel system for misbehaviors. On one side are the "speeding ticket" misbehaviors. Those are the ones that will receive progressive consequences. On the other side are the "parking ticket" misbehaviors. Those will be treated with consequences that you hold on the same level.

For instance, tapping a pencil is a minor misbehavior. A teacher might simply choose to take time from the student. Every time Johnny taps his pencil, he loses 15 seconds on the computer. If Johnny misbehaves 12 times, he is corrected 12 times but still has only lost three minutes of computer time. If you get 12 parking tickets, it does not bankrupt you, but

it is annoying enough that you become more likely to put money in the meter when you park downtown. The point is, you are not escalating the punishment over some trivial offense, which allows you to be calm and consistent in correcting the misbehavior every time it occurs.

It is important before you implement to clearly and explicitly teach your students what to expect—which misbehaviors will merit progressive consequences, which will merit non-progressive consequences, and what those consequences will be.

Using Non-Progressive Consequences

On the other hand, you might consider implementing a non-progressive system for all misbehavior. In this system, you will identify four categories:

1. Misbehavior that receives no consequences at all, just reminders. This might be the case in kindergarten, for instance. Your young pupils will simply forget that they are not supposed to shout out an answer. No need to issue a consequence when a simple reminder will do.

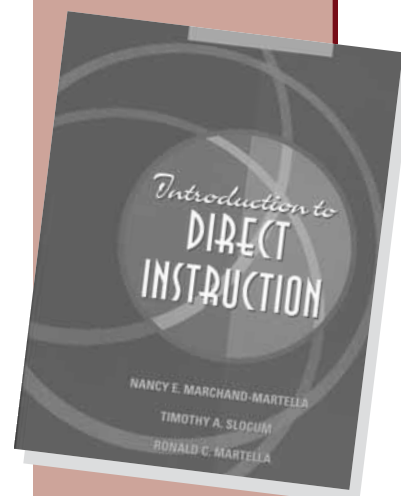
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2. Misbehavior that receives minor consequences—like Johnny with his pencil. This category is like the parking tickets, and consequences remain on the same level. Every time Johnny taps, he owes 15 seconds.

For most teachers, these two categories will take care of 90 to 95 percent of the misbehaviors that occur. The final two categories deal with the other 5 to 10 percent.

3. More serious misbehavior that earns more serious consequences. These

include displays of disrespect, use of bad language, and so forth. For these actions, you can devise a menu of consequences that all of your students know about and understand. When any of these misbehaviors occur, you select one of the consequences from the menu—for example, time owed, time out, detention, parental contact, or parent conference.

4. Misbehaviors that violate your school's code of conduct or involve physical or emotional violence. For these you issue the ultimate conse-

quence (office referral, parental notification, etc.).

Once again, you must make sure that your students understand your system. Teach them exactly what consequences apply to which behaviors.

This system allows for some flexibility between classrooms. Not every teacher needs to use the same classification—with one exception. Consequences for category four misbehaviors should be consistently implemented throughout the entire school. *ADI*

Success Stories

Orlando School Improves ESE Scores with Corrective Reading

Andover Elementary School in Orange County Public Schools, Orlando, FL, faces the challenge of teaching its nearly 16% of students in Exceptional Student Education (ESE) to read. ESE classification means students are dealing with physical or mental disabilities. Yet, with ongoing monitoring and intervention with SRA's Direct Instruction program *Corrective Reading*,

teachers at Andover are ensuring reading gains for these students.

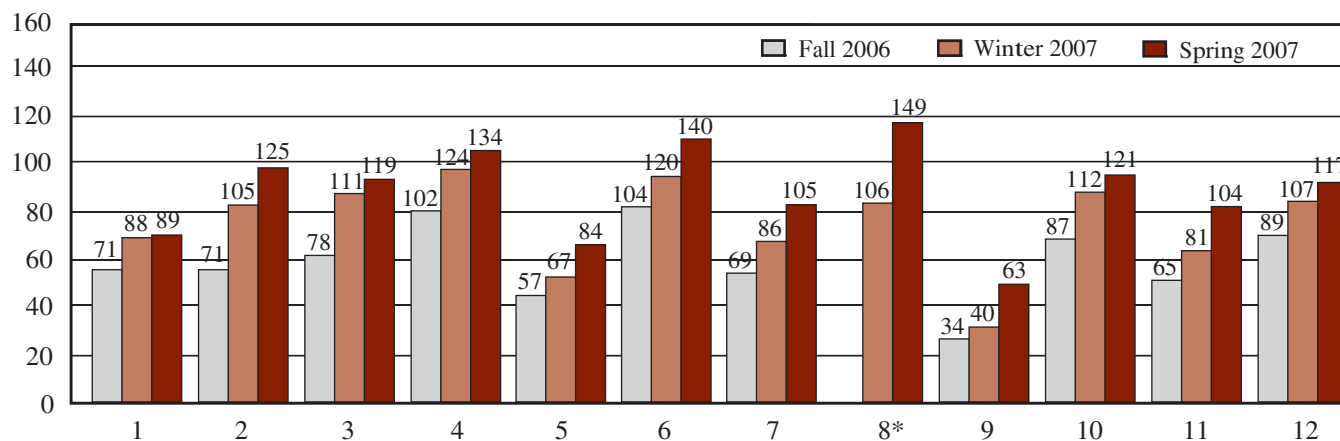
To measure reading ability, Andover Elementary School uses the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test. The DIBELS oral reading fluency test is a strong predictor of later proficiency in reading fluency. The test predicts each student's

level of risk and equivalent level of instructional intensity.

For example, if students score in the high-risk range, they are dangerously below grade level and in need of substantial reading intervention. If they score in the moderate risk range, they are somewhat below grade level and in need of intervention. If they score in the low-risk range, they are at grade level. If they score above average, they are at or above the 60th percentile.

When Rosanne Tapie, specific learning disabilities teacher, used *Corrective Reading* with a group of 12 students in Grade 3 who were reading one to two years below grade level, the majority

Figure 1
Oral Reading Fluency Progress of Andover's Grade 3 Exceptional Students



scored at moderate risk or above average in oral reading fluency after only five months with the program, as shown in Figure 1.

*Andover Elementary School,
Orlando, FL*

About the School:

Grades:	K–5
Number of Students:	512
Test(s):	FCAT, DIBELS
Reduced-Price Lunch:	54%

About the Students:

African American:	12%
Caucasian:	30%
Hispanic:	48%
Asian:	6%
Other:	4%
ESE:	16%

Tapie has used *Corrective Reading* since 1998 and knows firsthand it is designed to help all struggling readers.

“*Corrective Reading* works especially well with ESE students because it replaces ineffective skills with effective cumulative skills that are taught with lots of examples and practice,” she said.

Tapie added that one key to success is to implement the program with complete fidelity.

“Teachers can’t alter or omit one single part of the reading program,” she said. “*Corrective Reading*’s specific decoding strategies model isolated sounds, sounds in words, and effective reading behaviors, which are reflected in our students’ improved fluency timings.”

**About Andover
Elementary School**

Serving approximately 512 students in Grades K–5, this school’s population is 48% Hispanic, 30% Caucasian, 12% African American, 6% Asian, and 4% multicultural. Forty-four percent qualify for free or reduced-price lunch, and 16% are eligible for Exceptional Student Services. For more information about Andover Elementary School, visit <http://www.andover.ocps.net>.

For More Information

To learn more about success with Direct Instruction programs in your school or district, contact SRA at 1-888-SRA-4543. **ADI**

Success Stories

Young English Learners Improve Language Arts Proficiency With Language for Learning

Even though Martin Van Buren Elementary School has one of the highest percentages of English learners in the Desert Sands Unified School District, Grade 1 students made remarkable progress on the California English Language Development Test (CELDT) — once they had experienced SRA/McGraw-Hill's *Language for Learning* in kindergarten.

When the Van Buren Elementary School kindergarteners who used the program took the CELDT in Grade 1 in the fall of 2007, they jumped more than 1.5 performance levels, as shown in Figure 1. None of the other 19 schools in the district currently uses *Language for Learning*.

Students in 11 of those schools moved ahead 0.7 to 1.0 performance levels;

students in five of the schools increased 1.3 levels and students in two of the schools jumped 1.4 levels. Students in one school moved ahead 1.5 levels, but only 17 students there qualified to take the CELDT, unlike Martin Van Buren Elementary School, which had 98 qualified students.

Eighty-seven percent of students at Martin Van Buren Elementary School are classified as low income, and 72% are English learners. District-wide, 48% of students are classified as low income, and 25% are English learners.

Margaret Seeley, lead kindergarten teacher at Van Buren Elementary, said these statistics are especially stunning since the school has always served the

highest percentage of English learners at Levels 1 and 2 in the district.

"Language for Learning is the best program I've seen for young English learners," she explained. "It is key to real language acquisition, which means I'm able to teach real reading and real writing, not just decoding and encoding."

Kindergarten teachers at Van Buren Elementary began using *Language for Learning* as a supplemental program in the fall of 2004, which was also the

Martin Van Buren Elementary School, Indio, CA

About the School:

Grades:	K-5
Number of Students:	500
Test(s):	CELDT
Reduced-price Lunch:	87%

About the Students:

African American:	—
Caucasian:	—
Hispanic:	98%
Asian:	—
Other:	2%
ELL:	72%

first year kindergarten expanded from partial day to full day. When the partial-day kindergartners (who hadn't experienced *Language for Learning*) took the CELDT as Grade 1 students, they placed evenly across the spectrum: approximately 25% in Level 1, 25% in Level 2, 25% in Level 3, and 25% in Level 4 or 5.

The CELDT includes five levels: 1 (beginning); 2 (early intermediate); 3 (intermediate); 4 (early advanced); and

5 (advanced). However, when the full-day kindergarten students who experienced *Language for Learning* took the CELDT in the fall of 2005 as Grade 1 students, approximately 20% scored in Levels 1 and 2, 50% scored in Level 3, and 30% scored in Levels 4 or 5.

Seeley credits their success to two factors: "They were the first group of children to attend full-day kindergarten and to experience *Language for Learning*. While the extra two hours of instruction each day is significant, what is also key is that the instruction was more comprehensive than in previous years. *Language for Learning* deconstructs the language so English learners can access English."

Seeley said 75 of her incoming kindergartners routinely test at Levels 1 and 2, with the majority at Level 1.

"This makes teaching reading quite challenging, but with *Language for Learning* I've seen a definite improvement in students' understanding across the curriculum," Seeley shared. "The children understand more and more of everything you do. First, they begin to better understand instructions, and then you notice they attempt to speak more English. Most

of my kindergartners can read at the kindergarten level by the end of the school year. This wasn't the case before we began using this program, and it's exciting to see it happen."

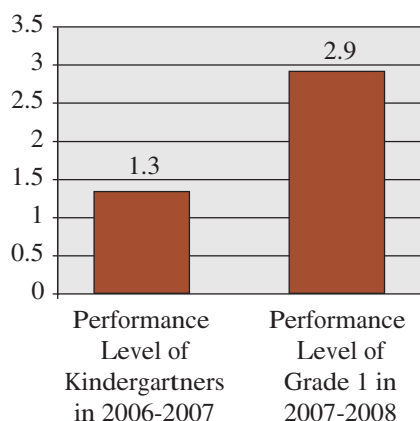
Seeley also said *Language for Learning* gives young students such a solid understanding of language arts that they are better prepared to learn at subsequent grade levels. For example, 50% of the first group of Grade 2 students who experienced *Language for Learning* in kindergarten scored Proficient or Advanced in language arts in the California Standardized Testing and Reporting Program, while only 27% of the previous year's Grade 2 students who had not experienced *Language for Learning* in kindergarten scored at that same level.

About Martin Van Buren Elementary School

Serving more than 500 students in Grades K-5, this Title I elementary school's student population is 98% Hispanic and 2% multicultural. Eighty-seven percent of the children qualify for free or reduced-price lunch, and 72% are English learners. For more information, visit <http://cms.dsusd.k12.ca.us/education/school/school.php?sectiondetailid=251>. **ADL**

Figure 1

Van Buren Elementary's CELDT Scores with Language for Learning



MARTIN KOZLOFF, University of North Carolina

Martin's Musings

Making Sense of What You Read and Hear, and Making Sense When You Teach

Language, both spoken and written, contains only six kinds of information, skills, or knowledge that can be communicated and learned. No matter what the subject or content is (math, history, science), the information or knowledge will always boil down to six kinds.

Each kind of knowledge represents some kind of connection. To “get” the

knowledge is to “get” the connection. To use the knowledge (to apply it to possible examples) is to apply the connection. Here are the six kinds of knowledge. Remember that knowledge represents connection.

Facts

“The U.S. Constitution was written in Philadelphia.”

Notice that this is a (true, verifiable) statement that connects one specific thing (Constitution) and another specific thing (Philadelphia).

Lists

“The elements of sugar are carbon, hydrogen, and oxygen.”

“Here is a list of facts about the U.S. Constitution:

- “It was written in Philadelphia between May and September 1787.
- “The draft was sent to the various states for ratification.
- “The Constitution plus the Bill of Rights is a compromise between

advocates of strong central government (Federalists) and advocates of strong state governments with a limited central government (anti-federalists).

- “The Constitution was finally ratified in 1789.”

Notice that these statements connect one thing (elements of sugar, Constitution) and a list.

Sensory Concepts

Sensory concepts include “blue” and “on.”

The specific things (examples) of the concepts differ in many ways (size, shape), but they are connected by a common feature, such as color or position. All of the defining features of the concept are in *any* example. Therefore, the concept can be shown by *one* example. However, a range of examples is needed for the learner to see what the common feature is and to cover the range of variations (e.g., from light to dark red).

Higher-order Concepts

Examples of higher-order concepts include democracy, society, and mammal.

The specific things (examples) of the concepts are connected by a common feature or features—for example, making societal decisions through elected representatives (representative democracy). However, the defining features are spread out. Therefore, you can’t simply show examples to teach a higher-order concept. You have to give a definition (that states the common, defining features) and then give examples and nonexamples to substantiate the definition.

Rules or Propositions

These are statements that connect not specific things but whole groups of things (concepts or categories).

Some rules or propositions state (assert, propose) how one kind of thing (concept or category) is part of

or not part of another kind of thing (concept or category). These are called categorical propositions. Figure 1 illustrates some of these propositions.

Other rules or propositions state, assert, or propose how one kind of thing (concept or category) changes with another kind of thing (concept or category). These are called causal or hypothetical propositions. You can tell that a statement asserts a causal or hypothetical proposition because it says (or suggests) something like, “If... If and only if... Whenever... The more... The less... one thing happens, then another thing (happens, comes into being, changes, increases, happens more often, decreases).”

Now the “thing” (variable, condition, antecedent event) that is the alleged cause of something else can work (have an effect) in different ways. For example, the alleged cause might be considered a necessary condition for something else to happen or change. This would be stated something like,



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"If X does not happen, then Y will not happen." Or, "If and only if X happens will Y happen."

Or, the alleged cause might be considered a sufficient condition for something else to happen. This would be stated something like, "Whenever X happens, Y will happen."

For instance:

- Whenever temperature increases (one kind of thing), pressure increases (another kind of thing). [This proposition suggests that a rise in temperature is a sufficient condition—by itself—to cause an increase in pressure.]
- If and only if there is sufficient oxygen, fuel, and heat (one category of thing) will there be ignition (another category of thing). [This proposition suggests that sufficient oxygen, fuel, and heat are a necessary condition for ignition.]
- The higher the reading fluency (accuracy and speed—one concept or category), the greater the reading comprehension (another concept or category).

Do you think that the last proposition, above, suggests that fluency alone causes higher comprehension (that is, is a sufficient condition)? Don't you also need vocabulary? Do you think that this proposition suggests that fluency is a necessary condition for comprehension? You can comprehend if you read slowly, can't you? So what does it suggest? What kind of connection? We would say that there is a correlation—one variable (kind of thing) goes with the other variable, but we are not sure what else is involved or why they go together.

Note: When you have identified all of the necessary conditions, you now have a set of variables that are a sufficient condition. Think of a causal model of fire, a cold, and a revolution.

Routines

Routines are sequences of steps that usually must be done in a certain order. Routines may be solving math problems, sounding out words, or stating a theory

or making a logical argument (each proposition in the theory or argument is like a step that leads to a conclusion).

This is very important! A routine is a connection of a number of events, such as steps in solving a problem or a listing of events leading up to a war. There are different arrangements of steps or events in routines. You want your students to see what these arrangements are. They include:

1. Sequence in one direction. A leads to B leads to C leads to D. Examples: sounding out words, solving math problems.
2. Sequence with feedback loops. A leads to B and the change in B produces a (reciprocal) change in A,

which produces more change in B until some limit is reached—such as an outbreak of war, the onset of illness, falling in love, divorce, or getting porky and out of shape. See Figure 2.

3. Stages or phrases. A sequence of events or steps can be seen as a process divided into stages in a process:

Load rifle: a—b—c—d

Fire rifle: e—f—g

Clear rifle: h—i

Clean rifle: j—k

In history: If you examine enough (examples of) genocidal movements, you notice that one group has some features (e.g., property, social status) that produce envy in another



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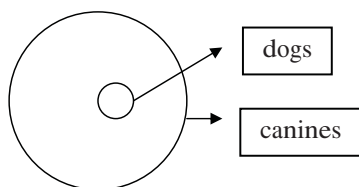
group or threatens another group (e.g., resist power). This might be seen as the background (first) phase. Then (phase 2) the genocidal group demonizes the first group with racial slurs and propaganda. Then (phase 3) the genocidal group begins to mistreat the victim group by launching attacks, taking away jobs, confiscating weapons, or issuing special (degrading) clothing. If (phase 4, escalation) the victim group fights back, this provokes worse treatment. If the victim group submits, it furthers the genocidal group's perception of the victim as degraded. The genocidal group then (phase 5) creates an organization for killing or transporting. Then the killing begins (phase 6).

4. Logical argument. A text might be arranged as a logical argument. There are two sorts of logical arguments: inductive and deductive.

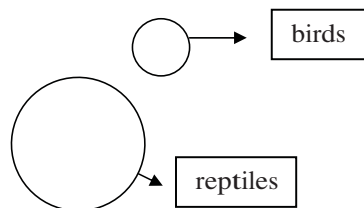
Figure 1

Examples of Categorical Propositions

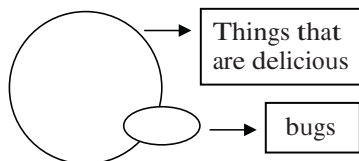
All dogs (one kind of thing) are canines (another kind of thing).



No birds (one kind of thing) are reptiles (another kind of thing).



Some bugs are delicious.



In inductive arguments, facts are presented. Then the facts are shown to lead to a general idea, such as a conclusion. For example, examine five examples of genocide and induce (see, figure out) the common phases and the activities in each phase.

Or, the prosecuting attorney argues that the defendant, Miss Betty Boop:

- a. Had motive. She hated Barney O'Reilly. She was overheard saying, "One day I'm gonna beat him senseless, boop-oop-a-doop."
- b. Had the means. Barney was beaten senseless with a large blunt object that left dents on his bald head, shaped like the words "Betty Boop." Miss Boop has a 25-pound purse with her name in steel on the side. The nameplate fits perfectly with the marks on Barney's head.
- c. Had the opportunity. Miss Boop was with Barney O'Reilly the night he was beaten to a pulp.
- d. Was seen by eyewitnesses beating Barney to a pulp. "Oh, yeah," says Mrs. Tilly Wideload, "she smacked the heck out of him."

"Ladies and gentleman of the jury: All of the facts lead to the conclusion that this tiny woman with a big head is guilty. Guilty. *Guilty.*"

A deductive argument begins with a general idea, such as a rule—the first premise: "If X happens, then Y must happen." It then presents facts rele-

vant to the first premise—evidence of the second premise: "X happened." It then draws a conclusion: "Therefore, Y must happen."

How Do We Get (Acquire, Learn) Knowledge?

In general, we "get" (acquire, learn) new knowledge through inductive reasoning. That is, the learning mechanism: (1) observes examples and nonexamples (examples of concepts, rules/propositions, or routines); (2) performs a series (a routine) of logical operations on what it observes; and (3) arrives at (induces, figures out, discovers, "gets") a general idea (the concept, rule, or routine) revealed by the examples and nonexamples.

It's as if a kid says, "The teacher showed all these things (a, a, a, and a) and said, 'This letter makes the sound ahhh.' They all have the same general shape. So, I guess shape is what goes with ahhh."

To get knowledge, we observe examples, perform a series of logical operations, and get the general idea.

Nonexamples

We apply or generalize knowledge through deductive reasoning. The learning mechanism: (1) has/known/can say a general idea (concept, rule/proposition, routine); (2) uses the general idea (definition of a concept, or statement of a rule, or features of the things handled by the routine; e.g., math problems, words) to examine a possible new example; (3) "decides" whether the new thing fits (is an example of) the definition, rule, or routine ("Can you solve this with foil?"); and (4) "treats" the example accordingly—names it (concept), explains it (with the rule), and solves it (with the routine).

"If (so far) all things that look like these (a, a, a, a) say ahhhh, then this new thing (a) probably says ahhhh, too."

Notice that getting the general idea enables you to predict the meaning of the example. *ADI*

Figure 2

Illustration of a Sequence with Feedback Loops

