



National Institute for Direct Instruction

Tutorial Answer Key

Part 1: Pre-Implementation Steps

Part 1.1: Initial Assessment – Check Your Understanding

1. How long do most placement tests take?
 - About 5 minutes
2. How are students grouped?
 - By skill level
Students are grouped by skill level so that they are homogeneously grouped and placed at their mastery level.
3. Which of the following is true?
 - A and B
4. Ideally, when should placement testing be conducted?
 - Before the end of the current school year
This allows teachers to receive training in the precise levels of the DI programs that match their students' skills.
5. Assessing students in the DI programs allows a school to...
 - place students at starting points in the program where they can be successful.
6. If materials are ordered before students are assessed, what should the school do?
 - Don't put the school's stamp in the book
Wait to put the school's stamp in the books until after assessing students and determining their placement.
7. Teachers should receive training in...
 - the specific levels of the program they will teach.
8. TRUE or FALSE: Students should only receive placement tests in the program level that corresponds to their grade level.
 - False

Part 1.2: Determining the Scope of the Implementation – Check Your Understanding

1. DI is appropriate for students of all skill levels. However, for whom is DI especially effective?
 - At-risk students
2. Which subject(s) should NOT be the focus during the first year of implementation?
 - Mathematics
3. In most cases, which reading program should be used with upper-grade elementary students who are performing below grade level?
 - Corrective Reading
4. If a schoolwide DI implementation is not an option, it is best to start DI with...
 - the earliest grade level.
5. When should a school especially consider implementing DI schoolwide?

- If more than a third of all students place one level or more BELOW grade level
6. Higher performing students are...
 - A and B
 7. TRUE or FALSE: Multiple instructional approaches help students by providing them with a number of methods for grasping subject material.
 - False
 8. Implementing DI schoolwide is more effective for teachers and support staff because...
 - teachers and staff don't have to work with a variety of materials or instructional approaches.
 9. Implementing DI schoolwide is more effective for students because...
 - A and B

Part 1.3: Using DI as the Core Program – Check Your Understanding

1. When is it OK to use another program in the same subject area as a DI program?
 - If it is used for extra practice
2. When working on extra, non-DI materials, how much of the material must students be able to complete correctly while working independently?
 - Virtually 100% correct independently
3. TRUE or FALSE: If students are given books outside of the DI program, they should be challenging in order to keep the students engaged and focused.
 - False
4. What strategy does DI utilize in the first level of the reading program?
 - Using letter sounds
5. TRUE or FALSE: NIFDI has a list of instructional approaches with which DI is designed to work.
 - False

Part 1.4: Scheduling Sufficient Instruction Time – Check Your Understanding

1. How long should the morning reading block last for all students?
 - 90 minutes
2. How long should the afternoon reading block last?
 - 60 minutes
3. Who should receive a second reading block?
 - Grades K-1, and grades 2 and above who are below benchmark
4. TRUE or FALSE: Reading Mastery can be used to teach science and social studies.
 - True
 - *Reading Mastery incorporates science and social studies concepts into the program, so students in Reading Mastery don't need a separate period for these subject areas.*
5. Which of the following is true if students lose 10 minutes of instruction a day?
 - All of the above

Part 1.5: Assigning Sufficient Personnel – Check Your Understanding

1. How many students should a small instruction group contain for lower performers?
 - 4-6 students per group

A group of 4-6 students is the appropriate size for lower performers to provide adequate attention during instruction.

2. Which students require small group instruction?
 - A and B
3. What are the 3 group rotations in the morning and afternoon reading blocks?
 - Reading, language, and independent work
4. Who is the staff member that facilitates the implementation and acts as lead coach?
 - The building coordinator
5. How many students should a small instruction group contain for Level A of Corrective Reading?
 - No more than 6
6. TRUE or FALSE: Schools can use special teachers (i.e. librarians, counselors, etc.) to teach groups when regular classroom teachers are not available.
 - True
7. The number of teachers needed for instruction depends on...
 - the number of students who place into each DI level.
8. Group sizes are kept small for lower performers so that...
 - errors can be corrected.
9. A teacher and a paraprofessional are needed in each classroom for the Grade K and 1 levels of Reading Mastery as...
 - the teacher teaches reading while the paraprofessional teaches language.

Part 1.6: Creating Student Lists – Check Your Understanding

1. At which level of Reading Mastery or Corrective Reading does instruction begin to take place in large groups?
 - The 2nd level
2. Which is NOT a factor when creating instructional groups?
 - Student performance on standardized tests
3. TRUE or FALSE: A student must have the same homeroom teacher as their teacher for Direct Instruction in order to minimize transitional periods.
 - False
4. TRUE or FALSE: Kindergarten students should only be grouped with other Kindergarten students.
 - True
5. If an instructional group no longer accommodates a student's instructional needs, that student...
 - should be placed into a group that can accommodate their needs.
6. TRUE or FALSE: Instructional groups place students on permanent tracks.
 - False
7. If students are grouped heterogeneously so that an instructional group contains students of different skill levels, then...
 - A and B

Part 1.7: Arranging Preservice Training – Check Your Understanding

1. TRUE or FALSE: DI's scripted lessons make it much easier to teach than other non-scripted programs.
 - False
 - DI presentation techniques are difficult to master and require practice.*
2. TRUE or FALSE: Pre-service session content varies in order to give each teacher specific training in the level of the program they will teach.
 - True
3. Teachers are ____ DI techniques by the trainer on the last day of the session.
 - assessed on
4. Pre-service training is for ____ who will use the DI materials in the classroom.
 - all teaching personnel
5. A thorough and timely preservice training in DI methods ensures that...
 - A and B
6. Teachers receive the equivalent of how many full days of training in each program level they will teach?
 - 2 days
7. TRUE or FALSE: The pre-service training trains teachers in all lessons they will teach during the school year.
 - False
 - The preservice covers the first 30 lesson or so of the programs.*
8. A thorough preservice training can save schools time and effort because...
 - it provides a strong basis for initial success.

Part 1.8: Ensuring Staff & District Support – Check Your Understanding

1. In order to help staff understand what's involved in a DI implementation, the school's leadership team should visit...
 - a model DI school.
2. Which is NOT a step to help staff implement DI?
 - Allowing teachers to interpret the DI script in whichever way best suits their teaching style
3. To help support the implementation, a district-level administrator should...
 - All of the above
4. TRUE or FALSE: One teacher not following the DI program correctly can throw off the entire DI implementation.
 - True
5. Fewer ____ means a reduced ability to group students homogenously.
 - participating teachers

Part 1.9: Purchasing Instructional Materials – Check Your Understanding

1. Which is the latest edition of Reading Mastery?
 - The Signature Edition
2. If you own previous editions of Reading Mastery, but not enough for a schoolwide implementation, you should...
 - set the previous editions aside and purchase all new editions.
3. ____ and ____ should be addressed in the first year of implementation.

- Reading, language
4. Reading Mastery is the main ____ program.
 - developmental
 5. Corrective Reading is the main ____ program.
 - remedial
 6. Corrective Reading should be purchased only for which grade levels?
 - 4 and above
 7. In order to accommodate adjustments throughout the school year, how much more of each level than the placement test results indicate should schools purchase?
 - 10%
 8. Material orders should be placed...
 - a couple of months before the start of the implementation.

Part 2: Steps to Take Once Implementation Starts

Part 2.1: Teaching to Mastery – Check Your Understanding

1. TRUE or FALSE: Students placed at their mastery level have higher self-esteem, even if their instructional level is lower than their grade level.
 - True
2. If students fail to master material presented in a lesson, the teacher should...
 - repeat those parts the next day.
3. How often should students perform correctly on previously learned material when they encounter it in subsequent lessons?
 - 90% of the time
4. How much of a DI lesson contains new material?
 - 10-15%
5. If students are placed into material that is too difficult for them, they will usually...
 - have difficulty mastering the material.
6. The DI programs are constructed using a stair-step design, which means each lesson...
 - contains mostly review material with just a small portion of new material.

Part 2.2: Conducting Observations – Check Your Understanding

1. What do administrators and coaches focus on during observations in the first few weeks of school?
 - Structural aspects of the implementation
2. What should administrators and coaches do after a teacher is informed of the remedy to a classroom problem?
 - Conduct a follow-up classroom visit
3. TRUE or FALSE: Regular classroom observation encourages teachers to fully implement techniques covered in training sessions.
 - True
4. How often should building administrators and local coaches see a cross-section of classrooms?
 - Every day

5. What does the 2-minute observation form evaluate?
 - Student engagement
6. TRUE or FALSE: The 2-minute observation form can be used to evaluate teaching with other curriculum as well.
 - True

Part 2.3: Arranging Practice Sessions - Check Your Understanding

1. Initially, what is the minimum number of minutes a day teachers should spend practicing the DI scripts?
 - 10-15
2. TRUE or FALSE: In-service sessions are tailored to fit the school's needs
 - True
3. At a minimum, how often should practice sessions occur for all teaching staff during the first year of implementation?
 - Weekly
4. TRUE or FALSE: In-service sessions only cover specific topics for small groups of teachers.
 - False
5. How long are in-service sessions?
 - They vary greatly in length depending on the in-service focus
6. Sources for in-service topics include...
 - All of the above

Part 2.4: Weekly Data Analysis - Check Your Understanding

1. TRUE or FALSE: All students in one homogenous instructional group should improve at the same rate.
 - False
2. An effective DI implementation adjusts...
 - A and B
3. Who initially reviews the teacher's weekly records and submitted data?
 - The school's leadership team and the External Support Provider
4. To record students' progress through the DI programs, the teacher notes the following on Lesson Progress Charts (LPCs):
 - The lesson(s) covered each day by each instructional group they teach
5. With whom does the school's leadership team have a weekly conference call?
 - The External Support Provider
6. How often do mastery tests occur?
 - Every 5-15 lessons, depending on the program
7. Analyzing student performance data every week allows...
 - students to receive instruction right at their mastery level.

Part 2.5: Supporting the Building Coordinator - Check Your Understanding

1. If the Building Coordinator has no experience teaching DI, she must...
 - teach a group of students for at least a semester.
2. TRUE or FALSE: If the school has fewer than 150 students, the building does not require a full-time coordinator.

- True
3. Non-DI duties should be given to...
 - other staff members to allow the Building Coordinator to focus on her DI duties.
 4. How often should the principal conduct observations?
 - daily
 5. During instruction, the Building Coordinator should...
 - observe instructional groups and collect information about student performance. *Analyzing student performance data, preparing in-services and meeting with the principal and other staff are all duties of the Building Coordinator, but are roles that need fulfilled outside of the instructional period.*
 6. The principal supports the work of the Building Coordinator by...
 - All of the above
 7. When the External Support Provider (ESP) is on site...
 - the Building Coordinator should accompany the ESP all day.

Part 2.6: Selecting Peer Coaches – Check Your Understanding

1. TRUE or FALSE: Peer coaches are selected by the school's leadership team, with input from the External Support Provider.
 - True
2. After the 1st year of implementation, coaching responsibilities begin to shift to...
 - school-based coaches.
3. How many teachers are trained to be peer coaches?
 - About one teacher from each grade level
4. TRUE or FALSE: The role of the peer coach is to evaluate teacher performance.
 - False
The support provided by peer coaches is non-evaluative. The focus is on student performance and behavior.
5. What does the first level of NIFDI coaches training focus on?
 - Analyzing student performance data
6. Peer coaches can be especially supportive...
 - when external support consultants are not on site.
7. Teachers are selected to be peer coaches based on...
 - All of the above
8. Peer coaches have the potential to be highly effective because they...
 - teach the same programs and can develop expertise in them.

Part 2.7: Facilitating the Work of an ESP - Check Your Understanding

1. The External Support Provider should be provided with a(n) ____ and a staff roster.
 - up-to-date school map
2. The Building Coordinator should ____ the External Support Provider when she visits classrooms.
 - shadow
3. The ____ should be available to meet with the External Support Provider outside of instructional time.

- A and C
4. TRUE or FALSE: Teachers should rehearse lessons with students in advance of the External Support Provider's visit.
 - False

Teachers should not rehearse lessons with students in advance of the External Support Provider's (ESP) visit, as the ESP needs to see instruction just as it occurs each day. Teachers can, however, practice the script ahead of time without the students present.
 5. If instruction does not occur throughout the day...
 - the school should develop an alternative schedule for the External Support Provider's visit.
 6. The External Support Provider must be able to perform the following, except:
 - analysis of student performance on standardized tests.

Part 2.8: Celebrating Student Achievement - Check Your Understanding

1. What is the name of the student behavior reinforcement system that NIFDI helps schools install?
 - The Teacher-Student game
2. How long should mid-year celebrations last?
 - no more than 15 minutes
3. When are red strips placed on the thermometer chart?
 - When students complete a number of perfect papers
4. TRUE or FALSE: Implementing reward systems alone can motivate students sufficiently.
 - False

Teachers should recognize appropriate behavior and accomplishments in addition to the reward systems.
5. A teacher should recognize students' accomplishments by...
 - acting impressed or surprised by the students' accomplishments.
6. What are the two "secrets" to student motivation?
 - Praising students for their accomplishments and placing them where they can succeed.
7. TRUE or FALSE: A teacher should articulate behavioral expectations for students before instruction begins.
 - True

Part 2.9: Maintaining the DI Implementation - Check Your Understanding

1. For whom are the positive effects of DI usually most pronounced in the first two years of implementation?
 - Students in the lower grades
2. What is the end-of-year expectation for DI students who started the program as kindergarteners?
 - Finish the level that corresponds with their grade level at mastery
3. If students have historically improved by the equivalent of $\frac{1}{2}$ a year's growth per year, it is difficult to...
 - begin improving by one grade level equivalent or more every year.

4. TRUE or FALSE: The best way to improve the performance of a school in the long run is to use DI as a prevention to failure by accelerating student performance from the earliest grade.
 - True
5. The relevant factor for measuring the effectiveness of DI is...
 - which instructional levels students reach after 3-5 years.
6. It is important to have new teachers...
 - A and B
7. Which of the following can erode a DI implementation over time and prevent students from reaching their maximum performance?
 - All of the above