

Direct Instruction

Effective School Practices

NEWS

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

Voices for Excellence in Education— One By One

A warm “hello” to the hundreds of you who are reading this first issue of *Direct Instruction News* (*DI News*). Or, more accurately, the first of a second series of issues of *DI News*. As old-timers like myself may remember, Volume 1, Number 1 of *DI News* was published in September of 1981. Pictures of Doug Carnine, Wes Becker, and Stan Paine were displayed prominently on the first page along with an article in which *DI News* was introduced as a first step in the formation of the Association for Direct Instruction (ADI). The birth of the association was hailed as “The Birth of a New Voice for Excellence in Education.” To express our continuing belief in the power of that voice and our belief that the voice of each individual member of ADI makes a significant contribution to the louder voice of the association as a whole, we titled this current issue “Voices for Excellence in Education—One By One.”

In 1993, the name of ADI’s publication was changed to *Effective School Practices* and continued under that name through 2000. Starting in 2001, ADI members will receive two publications with different names—two issues of *Journal of Direct Instruction* (*JODI*) and two issues of *DI News*. *JODI*, for the most part, will contain research and research-related articles. *DI News* will provide other kinds of information deemed to be of interest to ADI members—stories of successful implementations in different settings, write-ups of ADI awards, tips on “how to” deliver DI more effectively, topical articles focused on particular types of instruc-

tion (e.g., writing instruction, spelling instruction, etc.), reprints of articles on timely topics, and position papers that address current issues. As editor of *DI News*, I solicit your help in identifying newsworthy events, writings, and ideas that can help us to reach our goals of (a) teaching children more effectively and efficiently, and (b) communicating that a powerful technology for teaching exists but is not being utilized in most American schools. I also look forward to receiving your “letters to the editor.” Feel free to include both “glows” which state what you liked about the issue or particular article and “grows” which suggest what might be changed to make the publication more meaningful and useful.

This first issue of the second round of *Direct Instruction News* contains several articles that exemplify the kinds of news we want to publish. Nancy Marchand-Martella and Ronald Martella share their story of one family’s search for a school for their daughter, Amedee, when she started to kindergarten—a story that goes from “bumps in the road” to “smooth sailing.” As you will see, the bumps changed to sails when the instruction changed from not-Direct Instruction to Direct Instruction.

Larry DiChiara, Coordinator of Curriculum and Instruction, in Lee County School System in Alabama tells the story of how special education teachers—trained by one university professor—convinced him of the power of DI and how he, in turn,

began to convince others. It all began about five years ago. Today, every school in the district uses DI to some extent, every teacher new to the district goes through a 3-day training in DI whether they use the programs or not, and an experienced DI teacher serves as teacher/coach to other teachers. Test scores of at-risk students have risen steadily. In one elementary school that had been placed on Academic Alert status because of low academic achievement, DI was implemented school-wide and, after only one year of implementation, test scores reached the national average and the school was granted Academic Clear status. Larry’s story demonstrates clearly the “Power of One.”

Martin Kozloff declares that Edland is in a state of crisis and that forces both inside and outside of education are reacting to transform education. In his story of how New Hanover County in North Carolina responded to the educational crisis, he tells how the actions

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Contribute to DI News:

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

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

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

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

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

Book notes: Review a book of interest to members.

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

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

Submission Format: Send an electronic copy with a hard copy of the manuscript. Indicate the name of the word-processing program you use. Save drawings and figures in separate files. Electronic copy should replace text that is underlined with italic text.

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

Completed manuscripts should be sent to:

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

Voices for Excellence...
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of outsiders (e.g., legislators, state departments of education) impacted educators, making it possible for disaffected insiders (DI advocates and their friends at the local level) to orchestrate curriculum reform in that one county. He describes step by step how DI was gradually integrated into New Hanover County and provides specific guidelines for others who are attempting to do the same in their counties. Don't fail to read these words for the wise from this great sage.

Teachers' perceptions of DI teaching in New Hanover County are reported in the article by Bessellieu, Kozloff and

Rice. Comments reveal an overwhelming consensus that DI has been beneficial to both students and teachers. They also show the enthusiasm that is generated when teachers teach and students learn.

Each year, ADI recognizes the contributions of practitioners of DI at an awards dinner at the ADI conference in Eugene, Oregon. Recipients at the 2000 conference told their own poignant stories of success despite many trials and tribulations. Anayezuka Ahidiana's success at City Springs Elementary in Baltimore, Angelica Fazio's success at Central Elementary in San Diego, Ann Fumiko Watanabe's success at The Waihee School in Maui, Sarah Martin-Elam's

success at Siefert Elementary School in Milwaukee, Woodbridge Fundamental School's success with DI for twenty-eight years, and four students' success with DI—Matthew Akonom, Marti Dunn, Kalijah Hopkins, and Nathan Roberts—are all heartwarming stories that can boost our spirits and motivate us to continue the hard, but rewarding, work that we do. Amy Griffin's summary of the 2000 ADI awards reports those stories.

It is my hope that *DI News* will play an important role in helping each of you to experience your own success story in whatever capacity you may serve our children. Please share your story with others in *DI News*.

Memorial Service for Wesley C. Becker Held

Dr. Wes Becker died of circulation problems on Sunday, October 29, in California, where he was undergoing medical observations. Wes was 73 years old. A resident of Eugene from 1970 through 1993, Wes was a professor of School Psychology, Educational Psychology, and Special Education at the U of O. From 1978–1989, he was also Associate Dean in the Division of Counseling and Educational Psychology. Wes served on the Board of Directors for Oregon Research Institute during the years 1972–1986.

Wes was a prolific writer, best known for his four textbooks on Educational Psychology, and the milestone book for parents—*Parents are Teachers*. He wrote more than 100 professional articles, and was a co-author of what is currently the preferred series for teaching problem readers in grades 4 through 12 (SRA's Corrective Reading series).

Wes co-founded Englemann-Becker Corporation, which is located at 8th and Lincoln in Eugene, Oregon, and

was co-director of the University of Oregon's Follow Through intervention model, sponsored by the U.S. Office of Education as Project Follow Through, an intervention program for at-risk students in kindergarten through grade 3. The University of Oregon model had the highest student achievements of all models in reading, math, language, spelling, and science. The model also resulted in students with the most positive self-images.

Wes Becker was born in 1928 in Rochester, New York. After serving in the armed forces, he attended Stanford University, where he received a BA in 1951. In 1955, he graduated from Stanford with a Ph.D. in Clinical Psychology and Statistics. Wes became a professor of Clinical Psychology at the University of Illinois in 1964. In 1968, he became director of the Bereiter-Engelmann program, which was an early intervention program for at-risk preschoolers. In 1969, Wes became director of the Englemann-Becker Follow Through model, at the

University of Illinois. The program was implemented in 20 communities and served more than 10,000 students. The Follow Through grant and most of the staff moved from Champaign-Urbana, Illinois to The University of Oregon in 1970. In 1980, Wes became the senior founder of the Association for Direct Instruction, which provides training and assistance for schools in implementing effective programs and behavioral practices. Wes was editor of the *ADI News* until 1993. The ADI conference held annually in Eugene is the second-largest annual conference the city hosts. In July, 2000, more than 840 persons attended the conference.



Earlier times, circa 1974. Clockwise, top left: Zig Englemann, Wes Becker, Linda Carnine, Phyllis Haddox, Linda Olin, Laurie Skillman, (center) Doug Carnine, Jerry Silbert.

After retiring in 1993, Wes went to Sun City, Arizona where he could be close to family members. He moved to Sedona, Arizona in 1999. Wes leaves behind seven children.

Wes was more than a scholar. He was a pioneer in the use of behavioral principles in the classroom. His battle cry was, "Catch kids in the act of being good." Those who worked with him were routinely amazed not only by his skill, but the speed with which he could do things. Everyone who worked with him learned a great deal. Perhaps his most impressive quality, however, was the strength of his will. In the face of terrible setbacks and impossible deadlines, Wes prevailed. If he promised to get something by a particular time, it was not only done on schedule, but done very well. We will miss him greatly.

The Association for Direct Instruction has established an award fund in the memory of Wesley C. Becker. Wes died in October of 2000. He was an early developer of Direct Instruction as well as the founder of the Association for Direct Instruction.

This award fund will be administered as an endowment fund with the increase in value being given in the form of two \$1,000 awards. One award will be given for outstanding published research related to DI and the other for best success story related to DI. These awards will be given starting June of 2002.

At this time donations have totaled \$11,000 and a promise by the Engelmann Foundation to fund \$1,000 per year. Friends, associates and any others that would like to contribute to the fund in memory of Wes should send their donations to:

Association for Direct Instruction
Wesley Becker Memorial Fund
PO Box 10252
Eugene, OR 97440

ADI is a tax-exempt 501(c)3 organization and all donations are tax deductible to the full extent of the law.

NANCY E. MARCHAND-MARTELLA and RONALD C. MARTELLA, Eastern Washington University

Journey from Kindergarten to First Grade

From Bumps in the Road to Smooth Sailing: An Educational Journey

We did it. We bought the home of our dreams—10 acres, a barn, a house and matching garage, even white rail fencing. Being professors in special education, we had checked out the public schools—well, it was more like analyzing them under an electron microscope. Test scores were reviewed; curricula were analyzed; and teachers and administrators were interviewed. Still we bought our house based solely on falling in love with it. We did not buy where the best schools were located. We convinced ourselves that we would work with our children at home. They would not be hurt at school—we would make up the difference.

Our daughter, Amedee, would attend kindergarten the day after we moved into our new home. She was as excited

as any child going to school for the first time would be. Pictures were taken, and videotapes were made. We met with the kindergarten teacher on the first day of school and explained our daughter's reading program. *Reading Mastery Fast Cycle I/II* was discussed. The teacher explained that she had no experience with the program but would try to reinforce our daughter's skills at school. We left thinking it would be okay to have our daughter in a school that didn't use Direct Instruction. Yes, she would be fine. Our kindergarten journey had begun.

We tried to be the perfect parents, focusing on the good rather than dwelling on the bad. We attended a reading success night early in the year where it was explained how par-

ents could best teach and reinforce reading at home. Then came the procedures. Children should read and reread and reread the "books" sent by the school at home. These books included predictable story patterns—"Pumpkins by the fence. Pumpkins by the cat. Pumpkins by the hat. Pumpkins by the scarecrow. Pumpkins everywhere." And of course pictures accompanied these phrases or sentences. The teacher explained that these books would facilitate reading. If children came to words they didn't know, they should be prompted to look at the picture, take a running start, substitute a word that makes sense, or look for a little word in a big word. They should also stretch out words, but sounds were not systematically taught. Implicit versus explicit phonics was used in the classroom. For example, the directions on typical worksheets would read, "Point to and name the target letter with the children. Call attention to the *P* in the box with the *puppy* at the beginning of the row. Ask children to draw a line around each letter *P* in the row.

Do the same for the *puppies* and their *bowls* and *balls*. Focus on *P* and *p* when you play a letter recognition game or do a phonics connection activity from the teacher guide.” On the other side of the worksheet, the children were to circle the *p* at the beginning of words such as *paint* and *pizza* and then write the letters *P* and *p* on the lines provided. Our daughter, who was being taught to read using *Reading Mastery* by us, began to guess at words. She seemed to be losing ground. Error corrections not used by us were being used with her. She began to reverse letters and numbers. Library books were sent home that were not on her reading level; after meeting with the librarian and the teacher about what she could read, she brought home a book in Spanish!

Our first parent-teacher conference was also interesting. We were provided an assessment of our daughter’s performance. This assessment had our daughter rate her own performance on work/social skills (e.g., be responsible, work cooperatively); reading, writing readiness, and communication skills (e.g., knowledge of letters and sounds, identify sight words, use the traits of quality writing such as idea/organize/word choice); math skills (e.g., read a graph, estimate using numbers); and social, physical, life sciences, and health and fitness skills (e.g., food/nutrition, energy, transportation) by circling a “thumbs up, thumbs sideways, or thumbs down.” We spent time reviewing what our daughter thought of her own skill performance on four pages of kindergarten goals such as these. Interestingly, our daughter rated all 38 items as “thumbs up” although we knew she had not learned the skills for many of the areas noted on the form. We also reviewed the Peabody Picture Vocabulary Test that was administered by the teacher. She discussed all scores in age equivalents saying that our daughter was either 1 month above or below in specified areas. She asked us what we thought of the scores. We of course were quick to inform her that age equivalents were developmental scores and could not be interpreted in this manner. We wanted

to know her skill performance based on direct observation of her skills in school. Was that asking too much? We were told that Amedee did not know many of the letter names (not introduced in *Reading Mastery* to date) and said the *c* sound wrong. When asked what the *c* sound should be, we were told like the one in “*face*.” Amedee was producing the *c* like in *cake*!

Then the homework came. One activity was to determine the circumference of a pumpkin she had gotten from school and find five items at home that were as long as the pumpkin was around. We quizzed our daughter on the meaning of circumference. She did not know. Another sheet came home on graphing the length of bears in feet and then responding to questions such as, “how many bears are five feet or shorter?” or, “how many bears are six feet in length?” Additionally, our daughter was to get on all fours “like a bear” and measure from her “snout” to her “tail” and then convert this to feet and inches. Again, our daughter had no idea about measurement, feet, conversion, inches, length, or the like. The year seemed to progress in this manner. When our daughter missed a week of school, the teacher gathered her homework saying she was missing so much. We spent the next few hours doing the pasting, coloring, and cutting that she had missed in school. Again, at home we were doing *Reading Mastery* and *Connecting Math Concepts* lessons. We were working on handwriting. Sleepless nights ensued on our part. We knew that we were settling for an education for our daughter. We were not giving her the best possible education that we could. What were we to do?

We met with the principal who was special education trained. She had visions like we had for education and reform. She sent several teachers to a Direct Instruction school we recommended where we had conducted research and had seen amazing things. This was a model school that served as a training ground for our students, a place where DI had been adopted and was appreciated. In fact the DI teacher of the year for the Association

for Direct Instruction was at this school. The teachers from our neighborhood school along with others returned from their visit noting the high performance of the students but saying it just wasn’t right for the students in their school.

We decided to place our daughter into the DI school that was 30 minutes away. This required completing a release form from our current district. This form asked why we were placing our daughter into another district. We noted that the new school used research-validated curricula and instruction. The new district required paperwork too. We noted that we were placing our daughter into this district because they used research-validated practices.

We were fortunate to get our daughter into Evergreen Elementary, and so another journey began. On the first day of first grade, a Wednesday, Amedee was assessed on her knowledge of sounds. By the end of the week, Amedee was given placement tests for *Connecting Math Concepts* and *Reading Mastery*. On the start of the first full week of school, Amedee was skill grouped for reading and math. During the upcoming year, she will receive instruction in *Spelling Mastery* and *Reasoning and Writing*. She also participates in center activities to extend her knowledge and skills. Science and social studies round out the curriculum. Of course music and PE are also provided.

We placed our two top students (one undergraduate and one graduate) into the school to help provide additional instruction in the classroom. They describe a setting where all children are learning and expectations are high. They are ever amazed at what they have seen in other schools and what they are seeing at Evergreen. They are thankful for spending their tuition money so wisely as they experience a model classroom and school. They appreciate observing and learning from a model teacher, one who is the epitome of effective instructional practice.

We attended the open house for Evergreen Elementary one evening in September. During the welcome

and overview provided by the four first grade teachers, we learned of the Direct Instruction goals for the classroom:

- All children will learn if we teach them carefully.
- The teacher is responsible for student success.
- Mastery is the goal for every student.
- Learners acquire knowledge at as fast a rate as possible.
- The acquisition of academic skills builds high self-esteem.
- Students must be actively involved.
- Curriculum provides a logical and systematic means for accountability.

The sounds from the *Reading Mastery* program were modeled and practiced with the parents. A pronunciation guide was sent home with each parent. The discipline plan was reviewed. The homework plan was discussed. We smiled when homework was described as additional independent practice (homework would be sent home from 10 lessons ago). The teachers actually

showed data from previous years noting the reading performance of first grade students at Evergreen. Data! We had died and gone to heaven. We wanted to leap up and shout “Yessss!” but we thought our enthusiasm might be misread for insanity. We kept turning around to see the looks on the faces of the other parents. We were in shock, but were others? It seemed that most just shook their heads and smiled. Can you truly appreciate an example of something unless you have experienced a nonexample?

As we are writing this piece we have to smile and feel lucky. Our daughter loves school and feels smart because she is smart. Academic success brings improved self-esteem. Listening to her read in bed at night makes us thankful that we made the choice for better education. Saying she will be okay is simply not good enough. We want the best for our child. And of course we are thinking ahead to our son (now 4) who is attending a preschool in our department that we funded through a state grant. *Language for Learning* is the curriculum to be used. When he attends kindergarten, he will receive not only *Language for Learning* but *Reading*

Mastery. How novel to provide these curricular materials for kindergartners!

Now we will have to take the education of our children 1 year at a time. Students whose neighborhood school is Evergreen, next year and for subsequent years, could bump our children out of Evergreen. But we will live for today and worry about tomorrow each August.

So what is the moral of this story? Buy a house in the right district? Don't fall in love with the perfect house? Get your child into a Direct Instruction school or classroom? Having experienced a school that does not align with our beliefs about instruction and then experiencing one that does has taught us several lessons. Chief among those is never compromise on what you know is best for your child. Have high standards and expectations because they involve your child and his or her future. Developing a life long learner is a fragile thing. We learned much on our journey in kindergarten. Yes there were bumps in the road but our journey in first grade (and with luck much beyond that) is smooth sailing! We are looking forward to this journey.

LARRY E. DICHIARA, Ed.D., Coordinator of Curriculum and Instruction, Lee County School System, Opelika, Alabama

The Power of One

How often have we heard that one person cannot possibly make a difference? In a world as diverse as ours, in a society as fast-moving as it is, in communities and schools grown weary from the pummeling of daily challenges, complex issues, and growing disengagement, it is no wonder that many individuals feel helpless.

Teachers are no different. They face complex problems with few simple solutions and those problems are not going away. Many simply do not believe that they can make a difference. Nor do they feel that they know

how or that they would be given the freedom to try even if they were willing to take the risk of doing what must be done to make a difference. I am reminded of the expression: If we always do what we have always done, we will always get what we have always gotten!

Ron Edmonds (1983) once said, “How many effective schools must you see to be persuaded of the educability of all children?...we already know more than enough to educate any child whose education is of interest to us. Whether or not we educate all of our children

well depends first on how we *feel* about, and then on what we *do* about, the fact that we haven't so far.”

This is a story of how a variety of individuals—one by one—made a difference in one school system—Lee County School System in Lee County, Alabama. It tells how these individuals persevered to successfully install and implement one or more Direct Instruction programs and how they did it despite many obstacles. Paramount among the obstacles are the myths, untruths, and misunderstandings of Direct Instruction with which we are all too familiar. My story follows a brief discussion of what I call a “Direct Instruction Paradox.”

Direct Instruction Paradox

Direct Instruction (DI) has been described as explicit instruction, a technique, a philosophy, a method, a highly structured and uniquely sequenced curriculum, a data-driven blueprint of instruction that is both efficient and effective. DI is something of a paradox, however. It has been found, time and time again, in research study after research study, to be one of the most effective methods of instruction that has ever existed. Yet, today, to mainstream educators, DI continues to be the Rodney Dangerfield of instructional methods.

Ellis and Fouts (in *Research On Educational Interventions*, 1997) stated, "...One seldom finds any written criticism (of DI) from the critics. DI seems to be basically ignored, much like brussels sprouts, primarily based on personal distaste." This distaste is primarily due to the regimented nature of the instruction, the scripting, the tight controls and design of the programs. But these are integral components without which DI would not be the efficient and effective form of instruction that it is.

Those who have thoroughly reviewed the literature, or better yet, have used DI with students, remain steadfastly convinced of its effectiveness. At the same time, educators who *think* that they know the tenets, philosophy, and scope of Direct Instruction (when they really *don't*), often lead the charge to keep it out of the "regular" classroom, because, "...certainly you know that Direct Instruction is for 'special' students; it is a remedial program..." and on and on ad nauseam.

Many naysayers use the old argument that DI stifles creativity. One of my exasperated colleagues often retorts, "Would someone please tell me what is so inherently creative about producing illiterate children!" Ellis and Fouts (1997) agree, "...it could be argued that teacher creativity is not the end product of schooling, student learning is." They go on to say, "Imagine doctors

rejecting a treatment, not because it didn't work, but because it cramped their style, or stifled their creativity." This begs the question as to why a patient has the right to expect that doctors or surgeons follow researched and proven procedures lest they be charged with malpractice, yet we do not hold teachers to the same standards?

Success Story

Lee County School System is located in rural east Alabama. The system consists of 4 high schools, 2 middle schools, and 6 elementary schools. There are 9,100 students (78% white, 22% black). Approximately 42% of the students qualify for the free or reduced meals program. Yet, on the most recently administered SAT-9, Lee County students scored at the 53rd percentile (50th percentile is the national average). On the STAR reading assessment, only 43% of the county's 1st-6th graders read below the national average (compared to 50% that score at or below average nationally). As revealed by the following story, such scores were not always the case in Lee County.

A whole language-based basal series has been the adopted reading text in Lee County for many years. Approximately 5 years ago (1995), reading levels were so low that school officials decided to invest in a phonics-based supplemental reading program that was primarily used at the k-2 levels. It involved music, movement, singing, etc.

Reading scores showed some improvement, but remained well below the national average. The number of at-risk students continued to grow at all grade levels, drop out rates remained high, and special education numbers were at 18%, well above the state average of 12%.

During this time, regular education teachers and administrators were unfamiliar with DI. Only a handful of special education teachers were using DI. These special education teachers had received their training from Dr. Craig

Darch via Auburn University's Learning Disabilities program. Craig Darch was a student under the developers and early pioneers of DI—Zig Engelmann, Doug Carnine, Wes Becker and others—while at the University of Oregon. As Coordinator of Special Education in Lee County at that time, I very often found myself being verbally assaulted by DI teachers who were appalled at the fact that I, as a school system administrator, was allowing other special education teachers to use a multitude of methods and materials that were "inferior" to DI. They had data to prove it! And they showed it to me at every opportunity!

Finally, I began studying the data and listening to their mantra, and eventually I became absolutely convinced that they were telling me the truth and I needed to try and do something to make a difference. One of the teachers even said to me, "If you sit back and continue to allow this to happen, you ought to be charged with child abuse!" And she was S-E-R-I-O-U-S!! (Note to the reader: This ONE person *really* made a difference.)

I began the process of trying to educate and convince others of the power of DI. It was not a difficult task to convince special education teachers to try it because they were usually desperate for materials and seemed to constantly search for things that might work with their students who were suffering from dyslexia. Oops, I mean dyslexia.

In 1996, at a time when I was At-Risk Coordinator for Lee County School System, the State of Alabama's Department of Education allocated at-risk funds to all local school systems based on the number and poverty level of students in each district. Because of the success demonstrated with special education students, the county chose to invest a majority of its funds into DI reading programs for at-risk students.

Fortunately, as the At-Risk Coordinator, I was given almost total autonomy to map out the intervention strategy for the county. We proposed the at-risk initiative as ASAP (As Soon As

Possible) in order to stress a sense of urgency. Our Superintendent of Education was convinced of the initiative's potential and approval was obtained from the school board.

That's when the real challenge began. How were we going to serve the at-risk students with limited funds and reluctant teachers and administrators? We began by contacting unemployed, certified teachers who lived in the Lee County area. We offered them an opportunity to teach reading to at-risk students, everyday, at the same school, to the same students, 5 periods per day, for \$54 per day, without insurance or other benefits. We started with 10 teachers and trained them on *Reading Mastery* and *Corrective Reading*. They served 6–8 students per period at each school, a total of 83 students in grade 4, 51 students in grades 7–8, and 24 students in grades 9–10.

When the initiative began, the average SAT-9 percentile rank of the 158 at-risk students was 15. After 106 days of instruction, the average percentile rank of the same 158 students was 27—a 12-percentile point gain. Remember that this was accomplished by unemployed, semi-trained, inexperienced, first-year teachers who had never taught a day in their lives! Should we not expect even better results if this were being carried out by well-trained, experienced, veteran teachers?

During the 1997–98 school year, we expanded the program to include 13 teachers (\$66 per day!) and 252 students. The net overall gain was 9 percentile points. In 1998–99, we worked with 16 teachers and 340 elementary and junior high students. The percentile gain was 10 points. In 1999–2000, 16 teachers worked with 355 students and gained 11 percentile points. All of these gains were taking place while the remainder of the school system achieved 1–3 point increases or 1–3 point decreases. An interesting side note: Lee County has now hired 40 of the 55 DI teachers as full-time teachers because of their success and hard work, their dedication and willingness to sacrifice, and

because they had become reading specialists. This program served as a year-long training and proving ground for these teachers.

Because of the success with special education and at-risk students, DI began to emerge in the eyes of many of our teachers and administrators as a viable program. DI began springing up in after-school tutorial programs, summer remedial programs, and so on. Many teachers asked for training. Some elementary teachers requested permission to use it in their regular classrooms. Some principals allowed it, others did not. Some Title teachers began to use DI, while others remained leery.

In 1996–97, Loachapoka Elementary School scored at the 35th percentile on the SAT-9 Composite Battery. The school was placed on the State Department's Academic Alert list, which meant that if scores did not improve significantly over a two-year period, the school could be taken over by the state. Loachapoka had a long history of low academic achievement. The school serves approximately 335 students: 99% minority, low socioeconomic, majority from one-parent homes. Because of the Academic Alert status, and because of our success with special education and at-risk students in other schools, the superintendent allowed us to take what appeared at that time to be drastic measures. A team of our best DI teachers trained the entire elementary staff at Loachapoka. To make a very long story short, Loachapoka scored at the 50th percentile at the end of that year. The school was given Academic Clear status and schools from all over the state of Alabama now visit Loachapoka to see DI in action. Although DI played a major role in this success story, it is important to point out that factors other than DI contributed to the success—factors such as test incentives, university partnerships, weekly faculty meetings, etc.

The Lee County School System decided to require all newly hired teachers to go through a 3-day training in DI whether they used the programs or

not. The training simply made them better language arts teachers and helped them understand the fine details and complexities of language acquisition. More importantly, we had a captive audience that was open-minded and soon came to discover why DI was so effective and harmless. Simply put: The training dispelled the myths that existed about DI and helped these new teachers to not be afraid! Our school system now conducts 2 local trainings and 2 trainings at the State Department of Education's Mega Conference in Mobile, Alabama. Each of these free trainings is typically attended by between 125–180 teachers.

Currently, every school in the Lee County School System uses DI to some extent. At last count, 168 teachers were teaching either *Reading Mastery*, *Corrective Reading*, *Language for Learning*, *Spelling Mastery*, *Morphographic Spelling*, *Reasoning and Writing*, or *Connecting Math Concepts*. Although 168 is 160 more than the 8 teachers who were using DI just 5 years earlier, it is still well below the number that we hope to reach.

Because of the numerous DI initiatives being implemented in our system, we hired one of our best and most experienced DI teachers to serve as resource teacher/coach to any teacher who is using DI program(s). This continuous assistance and training helps to ensure the fidelity of the instruction.

Also because of the various DI implementations, Lee County Schools reduced special education referrals from 171 to 108 over the period of one year. The State Department is now partnering with our system to use our model as a means of reducing special education numbers across the state.

As of July 2000, more than 276 schools in the State of Alabama were using DI to some extent. According to Dr. Katherine Mitchell, Coordinator of the Alabama Reading Initiative, this means that over 50% of the schools participating in the Alabama Reading Initiative are using DI.

I recently completed a doctoral dissertation study which showed that at-risk fourth graders who received DI reading significantly outperformed at-risk fourth graders who received instruction with the traditional basal reader. This ONE study adds to the growing body of research supporting DI.

Some final thoughts on the power of one: **One person CAN make a dif-**

ference —one university professor; special education teachers—one by one; resource teachers —one by one; one special education coordinator; one at-risk coordinator; one superintendent; courageous principals—one by one; \$54 DI teachers—one by one; Title teachers—one by one; after-school tutors—one by one; and, finally, the many regular teachers who step

out of their comfortable boxes and dare to try another way—one by one.

It is my hope that this story of one small rural school system's journey may serve as a source of inspiration and a catalyst for those who want to make a difference and simply don't know where to start. It is our belief, and our promise, that it *is* a fight worth fighting!

MARTIN KOZLOFF, University of North Carolina at Wilmington

Responding to the Crisis in Education

Excerpts from the Keynote Address given at the Third Southeast DI Conference in Orlando, Florida. June, 2000

The British historian, Arnold Toynbee, spent a good chunk of his life studying civilizations living and gone. He summarized what he found with three rules.

First rule. Civilizations sooner or later are in crisis. Their major institutions don't work very well anymore, and therefore lose legitimacy.

Second rule. Civilizations fail when leaders don't notice a crisis; when leaders deny a crisis exists; or when leaders' responses worsen a crisis.

Third rule. Civilizations that don't adapt to crisis don't just disappear. They are taken over, and transformed—more gradually or more suddenly—either by outsiders or disaffected insiders, or by an alliance of outsiders and insiders.

The field of education, or Edland, is in or is fast approaching a crisis. It can't sustain itself with its unsatisfactory outcomes, its fanciful theories of learning and instruction, its inept teaching practices, and its programs of teacher indoctrination and ill preparation. And it's certain that the leaders of Edland—who are at the root of the crisis—and who enjoy power and pres-

tige—will not admit their culpability and will not make needed changes that would lower their social positions.

Therefore, by rule 3, I conclude that Edland is ready to be transformed—either by outsiders (that is, the political state), by disaffected insiders (that is, by DI and our allies—the foundations, consumer groups, applied behavior analysts, and others who advocate elements—first, logically organized, research-based, focused instruction), or best yet, transformed by an alliance of the political state with us and our allies. I'll give some evidence to support the three propositions, describe events in New Hanover County, North Carolina, that illustrate the propositions, and end with some generalizations from what we've learned.

Listen: Edland is in a State of Crisis

Edland is an enormous and astonishingly expensive arrangement of schools of education, publishers, and organizations such as the National Council of Teachers of English, the National Council of Teachers of Mathematics,

the National Association for the Education of Young Children, and the National Council for the Accreditation of Teacher Education. Edland provides curricula to public schools—curricula which reveal their creators' superficial understanding of logical design. New teachers are trained to deliver these curricula in public schools via “progressive” forms of instruction—which increasingly resemble group therapy. Edland justifies its curricula and instruction with a so-called research base on “best” and “developmentally appropriate practices”—a research base consisting largely of anecdotes, authors' opinions, and pre-experimental research designs. And Edland maintains an apparatus of conferences and publications that disseminate always innovative—but seldom effective—models of school reform, classroom instruction, and teacher training. The apparatus functions to legitimize Edland's existence and activities, and to hide the failures in Edland's outcomes and the ineptitude of its leaders.

The manifest function of public schools for society, the reason for their existence, and what families and teachers by and large want public schools to do, is prepare children for adulthood by transmitting culture—that is, disseminating and inculcating the conceptual knowledge, practical skills, and moral principles accumulated by a society and needed for competent participation—or citizenship—in society. Edland's most obvious malady is failure to serve its manifest functions. With slight differences from state to state, about forty

percent of high school students are poor readers. Thirty percent of high school students can't solve everyday math problems or write coherent essays. We find the same figures on reading and math in elementary schools, where the gaps in achievement begin between minority/disadvantaged and white/advantaged children. These early gaps in reading and math spread to writing, science, and all subjects that depend on reading and math. The early disparities in achievement, and later, low self-expectations and weak effort as well, solidify very different life courses for children from different socioeconomic, cultural, and so-called "racial" backgrounds. We know from 30 years of work in DI that these inequalities in learning and in life course are unnecessary. And therefore we feel morally obligated to deem immoral the malinstruction of new teachers and their public school students, and (with Thomas Jefferson) we question whether a republic has long to live when so many of its young citizens are being turned into a culturally illiterate mass.

Who Sees the Crisis?

In large part, a societal crisis is a crisis because it is seen as such by folks who matter. Political coercion, for example, doesn't put a society in crisis unless sufficient numbers of the population find coercion intolerable, and believe a different form of politics is possible. Therefore, the questions are, "Do important groups find the outcomes and the operation of Edland intolerable? And do they see a better way?" The answers are a loud "Yes."

It's becoming clear to school superintendents and school boards; to academics in fields with serious knowledge bases (such as mathematics, history, and business); to wealthy think tanks and foundations; to consumer groups of families who give their children to the care of public schools; and to folks who receive direct consequences for rational vs. irrational thinking (namely, farmers and business persons in state legislatures); that Edland isn't working. Observers of the education scene, such as E. D. Hirsch,

Jr. (in *The schools we need and why we don't have them*), Sandra Stotsky (in *Losing our language*), Rita Kramer (in *Ed school follies*), Richard Mitchell (in *The graves of academe*), Diane Ravitch (in *Left back: A century of failed school reforms*), Jean Chall (in *The academic achievement challenge*), Charles Sykes (in *Dumbing down our kids*), and Arthur Bestor (in *Education wastelands*), all point to the intellectual frivolity, the doctrinal theologicality, and almost compulsive attention to everything but what is important to instruction, that characterize ed school thinking and curricula.

The Takeover and Transformation

Evidence that education is being transformed or taken over by outside forces comes from several different forms of legislation enacted in response to public pressures. There is stringent accountability legislation in at least half a dozen states—legislation with regulations, with financing, with enormous data bases on student achievement, and with teeth. Legislation that mandates higher achievement; that mandates closing the gap between minority and white students; that demands research-based curricula; that rewards schools that do the right thing and punishes schools that won't. Here are relevant sections of North Carolina's statute on reading (Section 115C-81.2. Comprehensive plan for reading achievement):

- (a) The State Board of Education shall develop a comprehensive plan to improve reading achievement in the public schools...The plan shall be based on reading instructional practices for which there is strong evidence of effectiveness in existing empirical scientific research studies on reading development...The plan shall, if appropriate, include revision of the standard course of study, revision of teacher certification standards, and revision of teacher education program standards.
- (b) The State Board of Education shall critically evaluate and revise the standard course of study so as to

provide school units with guidance in the implementation of balanced, integrated, and effective programs of reading instruction. The General Assembly believes that the first, essential step in the complex process of learning to read is the accurate pronunciation of written words and that phonics, which is the knowledge of relationships of the symbols of the written language and their sounds of the spoken language, is the most reliable approach to arriving at the accurate pronunciation of a printed word. Therefore, these programs shall include early and systematic phonics instruction.

- (c) In order to reflect changes to the standard course of study and to emphasize balanced, integrated, and effective programs of reading instruction that include early and systematic phonics instruction, the State Board of Education, in collaboration with the Board of Governors of The University of North Carolina and with the North Carolina Association of Independent Colleges and Universities, shall review, evaluate, and revise current teacher certification standards and teacher education programs within the institutions of higher education that provide coursework in reading instruction.
- (d) Local boards of education are encouraged to review and revise existing board policies, local curricula, and programs of professional development in order to reflect changes to the standard course of study and to emphasize balanced, integrated, and effective programs of reading instruction that include early and systematic phonics instruction.

Do the leaders of the ed establishment see state accountability legislation and mandated forms of research-based instruction as signs of crisis in their effectiveness, their legitimacy, and their social position—as public schools now clearly do? No. This legislation is seen as an unwarranted intrusion. They say, "We don't need the state to man-

date how or what we teach. We can decide for ourselves. We're professionals." Legislatures are more than tired of this defensive posturing. They know that the electorate wants its kids to read better, to do math better, and to know something of American history.

Movements toward vouchers, charter schools, and alternative routes of teacher certification provide further evidence that Edland is being transformed. The voucher and charter school movements clearly say that large numbers of the public no longer judge the ed establishment as having much legitimacy, much credibility, or much hope of improving in their children's school lifetimes. But do the leaders of Edland read the signs this way? No, again. Instead, they try to invalidate the message by branding it a right wing effort to gain political control.

Alternative routes to teacher certification offer lateral entry for folks who have degrees in other fields, and even crash programs only six weeks long in some states, including North Carolina. The research says that these teachers do just as well or better than four-year school of ed teachers. And these alternative forms of certification are funded and certified by state legislatures. This clear handwriting on the wall is lost on the education professoriat, who can't imagine that anyone can teach new teachers better, for less money, and in one-fourth the time. But schools of education are beginning to be evaluated along the same lines and by the same legislative groups holding public schools accountable. Politicians under pressure from publics will want to know what evidence justifies the existence of expensive ed schools.

Remember that rule 3 states that civilizations in crisis are taken over and transformed either by outsiders or by disaffected insiders or by an alliance of outsiders and insiders. Lessons from ancient Greece (the battle at Marathon fought in 491 BC and the battle at Thermopylae fought in 480 BC) tell us that alliances are essential. We DI insiders must form alliances with others outside of Edland if we are to prevail in our efforts to transform Edland. By staying home to fight local educa-

tional battles rather than also coordinating and focusing force where it matters most—namely, the state departments of public instruction and state legislatures—where accountability laws and phonics laws and math laws are passed, and where textbooks are approved—we eventually may lose battles at the local level as well.

Educationists don't care about data on what works—unless they are forced by higher powers. Therefore, we must provide the politicians, the think tanks, the foundations, and the consumer groups with well-designed packets of research data on what works and on what is bunk. We must deliver to legislatures, newspapers, and PTAs, rational critiques of Edland and its folly—critiques that stress the irresponsibility and therefore immorality of unresearched faddish pedagogies and curricula. We must provide principals, PTAs, boards of education, departments of public instruction, and even churches, clear descriptions of DI as an alternative—with videotapes, model classrooms, and data on achievement. And we must become speakers with the guts to go against the ed establishment at school board meetings, at state conferences, and at department of public instruction and legislative panels. These are our weapons.

What's Happening in New Hanover County in North Carolina

North Carolina has a model of accountability with explicit contingencies of reward and punishment. Schools meeting yearly growth objectives are eligible for monetary rewards and recognition as a School of Excellence, School of Distinction, etc. Schools who do not meet growth objectives are designated "low-performing" and are eligible for grants and technical assistance. If a low-performing school does not meet objectives by the end of the next year, the principal may be fired. Students are held accountable also. Students who do not pass state tests given at grades 3, 5, 8, and 12 may not go on to the next grade. This accountability model has

had significant effects on administrators and teachers.

First effect. County and school administrators believe that the accountability system is here to stay. Therefore, it is understood that time is not on the side of schools whose students are not learning. These schools have to act; they have to change something now.

Second effect. District administrators and school principals examine every student's and every class' achievement. They know exactly how well students are doing. Teachers are teaching overtime.

Third effect. Administrators and teachers feel pressure to help students achieve from the beginning of the year, and to help at-risk children learn language, reading, and school skills as early as possible (that is, pre-k), so they will be proficient by the third grade gateway.

Fourth effect. Teachers, principals, and district administrators understand that rhetoric (such as "We're child-centered."), anecdotal and qualitative data, and deflecting responsibility for low scores onto teachers, children, and families, no longer gains approval or avoids the aversive consequences of low student achievement. In other words, there is a rule implied in the accountability model, and the rule is that socioeconomic status, minority group status, teacher attitude, and family background are only coincidentally related to achievement. The proximal and material cause of achievement and failure is curriculum and instruction. And unlike the excuse variables—of class, race, teacher, and family—curriculum and instruction can be changed.

Given administrators' and teachers' drivenness to raise achievement, their increased attention to achievement data, and the obvious implication that they have to change something, we found that providing administrators and teachers with hard evidence that DI fosters exactly the sort of achievement prescribed by the state (such as data from project Follow Through,

videotapes of kindergartners reading) led many principals and teachers to see DI as a less costly and more rewarding set of beliefs, design principles, and teaching methods. For example, principals came to know that *Reading Recovery* costs about \$100,000 a year of Title I funds and “services” only about 20 children, while a full-school implementation of DI language and reading costs less than one-fourth that amount and teaches ALL the children to read. For many administrators, the choice was clear and the decision to use DI was easy.

Here are the steps by which DI was gradually integrated into New Hanover County as a major part of its curriculum reform:

First step: Getting DI started. In October, 1998, one school was using DI—*Language for Learning and Reading Mastery*—schoolwide. The school served mostly minority and disadvantaged children. Its reading proficiency, and its composite reading, writing, and math proficiency on state tests were as high or higher than in affluent schools not using DI.

By November of 1998, one new school, also in a disadvantaged area, implemented *Language for Learning and Reading Mastery* in one class for each of grades k–2. This principal shared her data showing the rapid achievement growth of the children in the DI classes with the principal of a second school serving disadvantaged children. The principal of the second school asked Frances Bessellieu and me how to increase reading achievement of her upper elementary students. We recommended *Corrective Reading*. With less than a month left of school, her kids in grades 3–5 were tested and placed, materials were ordered, teachers received initial training, and DI was now in a second new school. But this each-one-teach-one form of dissemination would probably take a decade to reach all schools. That brings us to step 2.

Second Step: Summer School. The executive director of elementary education, Justine Lerch, was impressed by what was happening in the two schools. She took advantage of the opportuni-

ty—namely the availability of DI curricula and the momentum—and boldly offered to pay for DI materials in summer school at any elementary school that wanted to use DI. All the principals took her up on this. Frances and I helped test and place children; provided training; made visits to coach; and created simple instruments for teachers to assess their teaching and children's social behavior. We also helped teachers collect data on the number of lessons mastered. Evaluative data were communicated very quickly to principals, teachers, the executive director of elementary education, and the superintendent, Dr. John Morris. All but two of the 59 teachers were very satisfied with what DI had done for the 486 children in summer school. Some teachers said it was the first time in 25 years they felt they were teaching. The data on lessons mastered showed that minority children started well behind white children, but mastered more lessons, and would have caught up in another month or so. In other words, the 18 days of DI summer school provided data that led almost every principal to plan with us DI implementations for the coming year. It also produced a cadre of somewhat experienced DI teachers, who liked DI, in every school.

Third step: DI in affluent schools. The director of elementary education identified two affluent schools with a large minority/white achievement gap to pilot test DI as a way to close that gap generally in the county—as mandated by the state. One of these two schools had just missed receiving exemplary status on the North Carolina accountability model—mainly because the minority kids scored so low. The principal and staff of that school were unhappy about being targeted for curriculum reform. However, the staff and principals of the two affluent schools realized they had to do something different to raise children's achievement—both to satisfy their immediate boss, the director of elementary education, and to satisfy the state. Again, we helped to test and place students. We taught the language arts coordinators (former *Reading Recovery* teachers) to order materials. We gave training to all teachers and provided periodic group meetings and

individual coaching. Most important, we helped them to supervise and coach themselves.

Data for these two affluent schools were very favorable. Children in *Reading Mastery* made progress at twice the expected rate, and minority children slightly outpaced white children at the same level. Schools' scores on end-of-grade writing tests were much higher than before DI. Kids who received *Reading Mastery* generally did better on the state tests than kids who, in the judgment of teachers, had not needed DI, and so instead received the usual implicit phonics curriculum. There is no question that the principals and staff saw these increases as largely the result of DI. The two affluent schools have become models for other affluent schools with large minority/white achievement gaps. These other affluent schools had small DI implementations this year. Now they are planning larger ones.

Fourth and Final Step: A consortium. This year we created a consortium of six elementary schools and a feeder pre-k center (which has managed to combine the *High/Scope Cognitive Curriculum, Language for Learning, and Reading Mastery*). The seven schools serve the same disadvantaged and highly transient population. The mission is to have the schools use the same DI curricula, so that as students move from one school to another, receiving teachers will know how to retest and place them. This will give the kids a more coherent education. It also further institutionalizes DI as the way to solve the problem of disadvantaged children—the problem being the right curricula. In addition, since affluent kids are in the same DI classes, it helps institutionalize DI as a way to reliably and effectively teach all students.

Guidelines Based on What We Learned

First Guideline: We did not openly work to get DI into the county. DI was presented as part of something larger—namely, curriculum reform in New Hanover County. DI was present-

ed as one means of helping the county achieve four reform goals with which virtually no one could disagree. These goals are:

1. To raise the achievement of all children—as mandated by the North Carolina accountability model.
2. To close and to prevent the achievement gap between minority and white children—also mandated by the North Carolina accountability model.
3. To intervene early and proactively with powerful curricula in language, reading, and school skills for children in pre-k, kindergarten, and grade 1 at risk of failure academically and behaviorally.
4. To increase teachers' skills in instruction, evaluation, collaboration, and school reform.

By getting educators—from curriculum directors at the county level to teaching assistants in classrooms—to focus on the larger shared mission of raising children's achievement, and to see DI as one rationally chosen means to that end, DI was less of a threat. In fact, with videotape evidence of great DI lessons, and with project Follow Through graphs showing how well DI works in ways consistent with state mandates and county reform goals, DI became something that teachers and administrators wanted to learn more about.

Second guideline: New DI curricula did not replace existing curricula and materials (e.g., Houghton Mifflin, *Accelerated Reader*, or even Whole Language). Instead, DI was presented as part of a mix—each curriculum was seen as contributing something to student achievement. Principals and teachers therefore had to examine achievement, determine if it needed to be raised, and then decide how different curricula they use contribute to student achievement. For example, *Language for Learning* was seen as making it possible for children to benefit from reading instruction.

Third guideline: County administrators did not dictate changes. Principals and teachers themselves had to decide to adopt new curricula based on their own rational decision-making. However, school principles knew that the county favored DI (again, because the state accountability system made DI favorable). They knew that the state was monitoring every student's achievement and was expecting higher and higher achievement. So, the message was, "It's up to you to do the right thing and we think you know what that is." This way, there was little resistance to DI as something shoved down anyone's throat.

Fourth guideline: Changes were gradual—at a pace that was comfortable for personnel and that allowed each next step to be planned on the basis of evaluation of the last step. For example, some schools began with *Corrective Reading* in grades 3–5. When teachers and principals saw how much kids learned, they decided to use *Reading Mastery* the next year beginning in kindergarten.

Fifth guideline: Each school appointed a curriculum coordinator to oversee testing, placement, materials, and coaching. This person obviously performed important management tasks. Just as important, this person represented DI. This person's advice was sought when problems arose. This was the first person with whom teachers shared success. This person's presence and continual DI activities kept DI vibrant and salient—something to think about, something happening school-wide and not merely in isolated classrooms, something that helped define the school. Houghton-Mifflin is a series of books. However, a DI coordinator makes DI more than materials. She/he makes DI a way of thinking and a way of teaching.

Sixth guideline: Potential adversaries who could become great DI teachers, coordinators, or coaches were given better jobs. Some of the best DI teachers, coordinators, and advocates are former *Reading Recovery* teachers. By accepting DI, they raised their status in their

schools and in the county—at the same time preserving their jobs.

Seventh and final guideline: We encouraged teachers to be critical of DI—but to use DI principles to be critical. It is likely that teachers whose roles and identities had depended very much on Whole Language, *Reading Recovery*, or on their autonomy to teach as they saw fit, would in time occasionally have hard feelings about DI. To avoid resentment, we encouraged teachers to keep their eyes open and to write down possible logical faults (for example, in *Corrective Reading* deduction exercises); to identify exercises for which children might not be properly prepared by prior lessons; to generate better or additional examples of concepts; and to find typos. In this way, we helped teachers to see that they were not being oppressed by DI, but were welcome and skilled contributors to DI.

Our last effort is to make New Hanover County a leader at the state level, and at the same time to effect change in state policy favorable to DI. I believe that our frequent e-mailing of DI achievement data relevant to the moral mission of well-positioned persons at the state level; our presentations at department of public instruction conferences; our letters thanking legislators and department of public instruction directors for the accountability legislation and the phonics law; and Frances' being asked to serve on a committee of the state board of education—not only help to make DI part of the state culture of school improvement, but may help put *Reading Mastery* on the approved list of reading materials. Who knows, given word enough and time, we may get them to use DI rate and accuracy checkouts as the models for state end-of-grade reading tests.

A DI victory in North Carolina isn't going to happen tomorrow. It's just started. We realize every day that we're sitting on the lap of the goddess who will dump us the instant we take her favor for granted. And so we are thankful; we are humble; and we are always combat ready.

Teachers' Perceptions of Direct Instruction Teaching

Introduction

Direct Instruction is a series of curricula in language, reading, math, and science published by Science Research Associates, a division of McGraw-Hill. Thirty years of research shows that Direct Instruction—one type of focused instruction—fosters rapid and reliable achievement in students regardless of ethnicity, “race,” family background, or socioeconomic status. For example, both large scale and smaller scale experimental research comparing the outcomes of different forms of instruction show that:

1. Children who are taught math, spelling, reading, and remedial reading with Direct Instruction curricula—such as *Reading Mastery* (Engelmann & Brunner, 1995), *Connecting Math Concepts* (Engelmann & Carnine, 1992), *Corrective Reading* (Engelmann, Carnine & Johnson, 1999), and *Spelling Mastery* (Dixon & Engelmann, 1999)—generally outperform (both academically and with respect to self-esteem) children taught with other forms of instruction, such as whole language and “inquiry” methods (Adams & Engelmann, 1996; Becker & Carnine, 1981; Bock, Stebbins, & Proper, 1977; Tarver & Jung, 1995; Vitale, Medland, & Romance, 1993; Watkins, 1997).
2. The early gains of children who were taught some subjects with Direct Instruction are sustained in later grades. For example, Meyer (1984) followed children (predominantly Black or Hispanic) in the Ocean Hill-Brownsville section of Brooklyn who had been taught reading and math using Direct

Instruction in elementary school. At the end of the 9th grade, these students were still one year ahead of children who had been in control (nonDirect Instruction) schools in reading, and 7 months ahead of control children in math. Similar results were found by Gersten, Keating and Becker (1988). Former Direct Instruction students continued to out-perform children who had received traditional instruction. In addition, in contrast to comparison groups of children who had not received Direct Instruction in earlier years, former Direct Instruction students had higher rates of graduating high school on time, lower rates of dropping out, and higher rates of applying and being accepted into college (Darch, Gersten, & Taylor, 1987; Meyer, Gersten, & Gutkin, 1983).

Despite the long history of extensive evaluation research that supports the effectiveness of Direct Instruction curricula, Direct Instruction has not been accepted in American education as either a method of choice or even as an equal partner amongst other curricula, such as whole language and other “discovery” approaches. Part of the reason is that curriculum decisions at school and district levels frequently rest on the extent to which a curriculum or method of instruction connotes feelings, “philosophies,” and value orientations that are consistent with those of education professors, district curriculum coordinators, and local teachers and principals, rather than on experimental data on effectiveness (Ellis & Fouts, 1993; Grossen, 1997; Stone & Clements, 1998). A second, and closely associated reason is that many educators have an inaccurate perception of Direct Instruction,

borne perhaps of a lack of direct experience with the materials and their classroom applications. For example, many educators believe that Direct Instruction:

1. Is “only for certain children”; e.g., children with special needs or children who are economically disadvantaged. In fact, Direct Instruction works well with all children.
2. Is “drill and kill”; i.e., involves massed practice. In fact, Direct Instruction involves carefully planned distributed practice.
3. Thwarts teacher creativity because teacher-student interaction is guided by scripts in the Teacher Presentation books. In fact, Direct Instruction requires a great deal of teacher creativity in attending to the needs and progress of all students and in designing expansion activities.
4. Focuses only on basic or rote skills. On the contrary, Direct Instruction curricula quickly move from foundational skills to very high level concepts and cognitive strategies. This is evident, for example, in levels III–VI of *Reading Mastery*, in *Reasoning and Writing*, in *Connecting Math Concepts*, in *Corrective Reading: Comprehension*, and even in the pre-k–2 curriculum called *Language for Learning*.
5. Is disliked by teachers and students (Adams & Engelmann, 1996; Tarver, 1998).

The purpose of this paper is to correct some of the myths about Direct Instruction by providing first-hand information on how teachers who are using Direct Instruction actually perceive it. It is hoped that this sort of information will help educators to make more informed curricular decisions.

The Study

Data were collected from all teachers (83) who were using Direct Instruction Curricula (*Language for Learning, Reading Mastery, and/or Corrective Reading*) in two situations during 1999–2000.

1. Twenty-four teachers from two affluent schools in New Hanover County whose populations served both white children and minority children, many of whom were from economically disadvantaged families. In these two schools there was a large discrepancy in reading achievement on state end-of-grade tests. The two schools adopted Direct Instruction curricula on a small-scale pilot basis in some classes to see how well it worked overall and with respect to closing the achievement gap. Many teachers, used to whole language as the overarching approach to reading, and to *Reading Recovery* as the predominant approach to remedial reading, were reluctant to use Direct Instruction and voiced many of the common myths and reservations. However, these teachers volunteered (were not ordered by their principals) to try the DI curricula.
2. Summer school classes for at-risk children or for children who needed remedial instruction in 20 elementary schools in New Hanover. Summer school was one month in duration and involved 486 students and 59 teachers.

At the end of the summer school program and at the end of the school year, all of the DI teachers filled out an instrument entitled, "Teachers' Self-Assessment of Direct Instruction Teaching." In addition to rating themselves on instructional skills (such as pacing and error corrections), teachers answered three open-ended questions: (1) How has using DI been beneficial for your students? (2) How has using DI been beneficial to you? (3) Can you see yourself using DI in the future? If so, why? If not, why not? Teachers understood that their responses would help to determine

whether or the extent to which DI would continue to be used in their schools; e.g., whether after summer school, it would be adopted for classes during the academic year, or whether, in the two affluent schools, it should be used school-wide. Therefore, teachers understood that they were welcome to give negative evaluations. Following are all of the responses of the 83 teachers.

How has using DI been beneficial for your students?

"I feel I am really helping those children that already seem predestined to be 'below level' and 'at risk.'"

"It has allowed them to become self-disciplined, better listeners and more self-confident learners. They are more willing to attack a word."

"I have been impressed with how quickly children can learn with DI. I taught a group of children in *Language for Learning* during the first semester, and they didn't start *Reading Mastery* until just before Christmas. By January, some of these children were only on level 4 of running records, so in one semester, they grew at least 12 levels to level 16. I do think that it is best to start *Reading Mastery* at the beginning of first grade, if not before. If *Language for Learning* needs to be taught in first grade, it should be taught parallel to *Reading Mastery*."

"I've also noticed my children using the skills they learned when reading other materials."

"They are excited about reading, saying, 'Yeah!' when the lesson gets to story section."

"It helps students focus as a group. Teaches them to learn to work together."

"My students appreciate the improvement in their phonemic awareness, word recognition and fluency. They

also work better together as a group as a result of DI."

"I think it helps the children mentally because they feel successful and are reading more text; physically because they are moving to and from a group; and emotionally because they are successful with a group of children and not isolated."

"It has vastly improved their phonics knowledge—and transference."

"It not only has helped the children in reading, but their writing in their journals has been great!!"

"I really like the program. I felt it left no gaps in learning. Covered great material. Consistent and successful."

"I have seen positive growth in students who had very little self-esteem. It has been wonderful to witness."

"Increased vocabulary and skills increased, for example, decoding."

"I definitely see reading scores that have improved."

"It helps the children focus and practice good listening skills."

"It is a good tool for students with attention problems. The material in the comprehension book had many lessons that complemented our classroom curriculum."

"I have charted the growth of these students and I have been very pleased with the progress. All children did learn to read."

"I feel that DI has been beneficial to my students, because some of my non-readers are starting to gain the skills necessary to become readers. The students have expressed to me how good it feels to be able to read words. They truly look forward to their DI group time."

"Better listening skills, can follow directions much better, reading skills improved, writing skills much improved, better group skills, and bet-

ter recall of materials and ideas learned."

"They seem to have gained a great deal of self-confidence through these lessons. They now listen more carefully and seem better able to understand certain concepts (i.e., analogies, synonyms, classification) much better."

"DI has allowed my students to read!!! They can sound out words and have the confidence to even try. I see a major difference in the DI students from this year and students reading in previous years without DI."

"DI is beneficial to students because it finally brings phonics back to reading!"

"Poor readers need many tools to figure words, and DI brings the needed decoding. It teaches the children using positive reinforcement techniques, to replace their poor reading habits with successful habits."

"Students really do seem much more aware of the phonemes in words and the blending process."

"They understand now that all are expected to learn and to participate."

"DI has enabled my non-EC students to experience success through sequential activities and controlled text. EC students were getting this previously. It has allowed many borderline students to explode in their overall abilities and self-confidence."

"My students have greatly benefited from DI. They know letter sounds, can differentiate between letters/words/sentences. They are beginning to blend sounds and transfer to other activities (writing)."

"DI has helped my at-risk-reading students immensely. Each one of the DI students in my class was at least on level 16 running record level by the end of the year. Level 16 is the at-grade-level point for first grade, so every child in my class can read at grade level going into second grade!"

"DI has helped with confidence and improved reading and writing skills."

"The students enjoy reading! They are learning how to decode as well as various spelling patterns. They are much more proficient at both. They really enjoy the stories. Their reading pace has picked up as well. It has given the children structure and routine to their reading."

"They feel successful. They've learned 'rules' to apply during word attack portions of the lesson. They look forward to the lessons."

"DI has given my students more confidence in reading, ex. sounding out words, not embarrassed to do so, follow along with finger when reading, overall confidence in attitude with group."

"Most of the children have improved their reading level. The children have a lot more confidence in themselves."

"The students and teacher bonded during our direct instruction. The methods of instruction can be incorporated throughout the instructional periods during the school day."

How has using DI been beneficial to you?

"It has kept me very organized and helps make a more accurate assessment of the students. Provided me familiarity with the program. Daily interaction with students in an instructional rather than administrative role."

"DI is the program I've been waiting for over my entire career of 27 years! I have always believed that repetition and high child involvement were keys for reading, especially for children having difficulty, but DI is the most efficient method I've seen."

"It has given me another resource tool to teach reading, comprehension, and writing."

"This program is good for the children who are below grade level and gives them a chance to be successful."

"I was able to see in the smaller setting specific behaviors in children not noticed in a larger setting and concentrate on changing those behaviors that were obstacles to their learning."

"It has been a sequential, organized program, building on the skills. It required children to be attentive."

"DI has been beneficial to me because all the materials that I need for planning are in the presentation books. Also, the goals/objectives are located in T.G., which makes it easier to write my IEP's."

"I loved the reading series presented with DI. I am better at keeping group attention and recognizing specific problems our children had. My skills as educator improved, especially my listening skills and presenting skills. Not only for DI but other subjects as well."

"It has helped me see problems associated with comprehension and has taught me different ways of teaching skills and approaching problems."

"DI has been beneficial to me with personal satisfaction in seeing growth and improvement for children who struggle with reading."

"If my children benefit, I benefit! It has helped me make certain that every individual child is held accountable."

"DI has been helpful in discriminating between at-risk learners who needed something different and those who need something different and much more (i.e., specifically designed instruction!)."

"DI has accomplished what I could never have done on my own—convinced teachers that effective research based reading practices (those that DI is based on) work!"

"Easy planning! Smooth transitions."

"I enjoyed working with a small group and watching their growth."

"It had given another way to approach how to teach reading. All children don't learn the same way nor need the same approach. This is an easy to learn program to teach with some great strategies for producing strategic readers."

"It has helped me to understand the need for structure in groups. It has also given me the chance to work with low achieving groups and to better understand their needs."

"I feel like I've helped these children learn to read better and enjoy reading as well as improve their self-confidence and self-esteem."

"I am an assistant, and it has been very beneficial with teaching sounds and reading words. I like the repeated use of DI for myself and I have taken DI to my classroom. I see it beneficial in my class for those that are not in DI groups."

"I have enjoyed seeing my children progress in their reading. It's a joy to see the children feel more confident in themselves, and see that their reading has improved so much. They can read now!"

*Can you see yourself
using DI in the future?
If so, why? If not, why
not?*

"I loved it!! I saw more growth and felt as if I accomplished something every day!"

"I am excited about using the program in my regular classroom situation. I have seen the progress that my children made in summer school in a matter of 18 days."

"It provided me with a structured way to teach phonics/decoding. I spent less time planning."

"I will use DI in the future. The children like the lesson and followed along very well. I feel that they learned how to form sentences and follow directions as well as how to stay on task."

"Yes (I can see myself using DI in the future). I feel like the program can benefit a large number of students with different learning styles."

"I've been able to use aspects of DI in my other lessons."

"I would like to use DI in the future with my students in addition to other reading programs."

"Already I catch myself using some of the structure of DI in other subjects. It really works out well."

"Yes, yes, yes!! The students were successful, confident, and proud!!!"

"I can see myself using DI in the future because it really works."

"Definitely! It is a great way to present skills in a sequential manner that does not assume skills are already present."

"Yes, however, for many of my students I need to allow more time to supplement the curriculum with phonemic awareness skills and spelling as well as additional work in comprehension."

"Yes! It works!"

"Yes, I think it has been beneficial to the students."

"Yes! It has worked. I don't believe every child needs it, but those with reading difficulties or that are 'on the fence' can benefit from the program greatly."

"Yes. I think the *Reading Mastery* program helps the children get a better understanding for reading. I like to use the signals and verbal usage to get kids on task."

"Yes, I love it! It works and I enjoy the program."

"I would hope that DI would continue here at"

"Yes! because DI is great for the kids. They learn how to read when we use DI."

Comments Suggesting Difficulties

Out of all of the comments, only five comments suggested difficulties. For example,

"I found the children had a hard time waiting for the signal... They had to develop listening and watching skills..."

"I feel their attention spans are too limited for this."

"Children complained about so much repetition."

These comments reflect improper placement. The children referred to in the first two comments had been placed at too high a level; they did not yet have the skills needed for effective participation. Students referred to in the third comment had been placed at too low a level. They did not need the repetition. Ordinarily, these misplacements would be caught early in a school year and corrected. However, given the short duration of summer school, these misplacements could not be detected until summer school was nearly completed.

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AMY GRIFFIN, ADI

ADI Awards Given

One of the important roles ADI fills is the fostering of a "DI community." The Board of Directors develops this community through various activities, among them a recognition program for practitioners of Direct Instruction. Each year at the National Direct Instruction Conference there is an awards dinner celebrating the achievements not only of DI users but also students and entire schools. Following is a summary of the recipients of the ADI awards for the year 2000.

Excellence in Education Awards

Anayezuka Ahidiana is one of four recipients of an Excellence in Education Award for teaching and teacher/training. It is a shared feeling when Ed Schaefer of Educational Resources, Inc. says that, "Anayezuka has dedicated her life to improving the educational opportunities of children and their teachers." Ahidiana has

used the various DI programs as primary tools in improving the lives of students, teachers, and administrators. Schaefer feels so strongly about the impact Ahidiana has on students lives he says, "Given the students she taught so well, the teachers she has trained so thoroughly, and the schools she has lead so competently; there are or will be literally thousands of men and women whose life's realizations may now match the expectations of their dreams and the promise of this country."

The phrases "total commitment," "tireless energy," "devoted," and "on task" appear repeatedly in the recommendations from her colleagues and Bernice Welchel, Principal of City Springs Elementary in Baltimore, MD says that, "Anayezuka has helped to change the entire culture of our school from one that did not believe that students can and should learn to their maximum potential to a school that beams with pride when students move

from one mastery program to another."

Ahidiana not only transforms the lives of students she teaches but as her nominator Paul McKinney says, "I have personally watched her turn the attitudes and beliefs of many 'hard to teach' teachers around. Because she believes that learning is a lifelong habit, Anayezuka continues to hone her teaching and training expertise by attending many of the DI conferences and training sessions conducted by ADI and SRA."

In sum, the words of the team of coaches at City Springs Elementary perhaps most clearly express the extent of the gratitude felt by those who work with and benefit from the spirit of Ahidiana. "She serves as a mentor to all of the coaches—a constant source of inspiration, support, encouragement, and motivation. She is an excellent trainer; she is thorough. The level of respect that our school family has for Ms. Ahidiana



Anayezuka Ahidiana

speaks volumes about the type of person that she is."

Angelica Fazio was recognized as an Excellent Teacher, and she has asked that her nominator, Patricia Contreras be awarded as well because of what she refers to as "*truly* a joint project." "Everything we have done with her class, has been *totally* a team effort!" says Fazio.

Contreras describes Fazio as an "indefatigable fighter both for literacy and for Direct Instruction" and has been so for almost two decades. Both Fazio and Contreras work within Central Elementary in San Diego, CA. Contreras met Fazio when Fazio was working as an ESL Adult Family Literacy Teacher teaching English learning adults how to speak and read English so they might read to their children. But Fazio had a higher goal; she used *Teach Your Child to Read in 100 Easy Lessons* so that the non-English speaking adults were learning a method with which they could teach their own children to read—which many did.

Thus began a relationship between Fazio and Contreras as Fazio responded to the request of Contreras to come to her classroom to teach her to teach the DI program and assist with students. Fazio continued as an adult education teacher while she volunteered extra time in Contreras' k-1 class, and together they taught their students to read far above grade level. Contreras describes Fazio as a strong advocate of DI and also of inner city, impoverished and less privileged multi-lingual, multi-cultural children. Fazio continues to be a tireless inspiration to Contreras and also to the many students whose lives she changes by the donation of her time and energy to the cause of literacy and the personal empowerment which comes thereof.

Of Contreras, Fazio says that she is "totally committed to her students and remains many hours after school each day helping students and preparing her lessons." After facing difficulty acquiring the needed DI materials, Mrs. Contreras purchased the materials with her own money, exemplifying

her serious dedication. Together Fazio and Contreras are changing the lives of both students and teachers as they raise standards through the implementation of DI.

Ann Fumiko Watanabe of The Waihee School in Maui, HI was recognized as an excellent Teacher Trainer. Watanabe is known for an uncompromising dedication to education and reading and to the training of teachers to enhance their teaching skills and productivity. In a letter of recommendation, Lawrence T. Joyo, principal of Waihee School, said that, "Ann inspires and motivates teachers to teach better. She is actually a classroom practitioner who epitomizes qualities of educational leadership and support." "Watanabe generates enthusiasm and motivation through her skills in training fellow teachers in DI and beginning reading strategies as well as in effectively teaching low functioning students to read," said Personnel Specialist II, Michael G. Suzaki.

Despite great resistance by her superiors in utilizing the DI strategies, Watanabe never ceased to infuse DI in her special education training modules. Watanabe is often requested to train other teachers who are frustrated with ineffective methods, and she has trained hundreds of teachers throughout her career. Watanabe follows up with workshop participants in the schools by doing classroom demonstrations and providing technical assistance to teachers and administrators.

It is Watanabe's belief that all children can learn to read successfully that motivates her tireless efforts, that helps other teachers to teach better, and that ultimately gives children the gift of literacy.

Excellent Administrator Award

Sarah Martin-Elam received an Excellence in Education Award for her work as principal at Siefert Elementary School in Milwaukee, WI. Ms. Martin-Elam was a pioneer for the

implementation of DI within the Milwaukee Public School System, and that was not a simple operation. Ms. Martin-Elam is such a strong believer in DI and its effectiveness and importance that she put her reputation and job on the line to fight for this program she knew would be so beneficial to the students and staff not only at Siefert, but city and statewide. Ms. Martin-Elam faced opposition of DI from the MPS central office administrators as well as from some teachers within Siefert, and she fought "to be able to use money earmarked by central office to be spent on an ineffective reading program to purchase DI materials instead," said Sue Owens, who nominated Ms. Martin-Elam.

Siefert School was once one of the lowest performing schools in the Milwaukee Public School district. It had very few students reading at grade level and the school performed poorly on local and state assessments. DI was introduced to Siefert during the 94-95 school year and since then most Siefert students are reading at least on grade level with many reading above grade level, and the state test scores have risen significantly. Not only are the Siefert students boasting such accomplishments, but the entire school is reaping the benefits in that teacher stability has improved, student attendance has improved and these and other such improvements have "generated and sustained a school culture in which



Angelica Fazio



Patricia Contreras



Ann Fumiko Watanabe



Sarah Martin-Elam

these results are benchmarks for continued improvement, not platforms on which to rest," according to John S. Gardner, the at-large Director for MPS.

Steven Huffman, Leadership Specialist for MPS, states that, "Improvements at Siefert go beyond achievement tests. A walk through the halls quickly produces a sense of the dedication and commitment to excellence that Ms. Martin-Elam has engendered. All adults are on task and professional in their behaviors. Students appear serious, dedicated and knowledgeable. There is a perceptible pursuit of excellence that cannot be missed. It is my belief that this enviable environment that I have described is because of the building wide dedication to DI. That dedication is directly attributable to the leadership of Ms. Sarah Martin-Elam."

Because of Ms. Martin-Elam's efforts, perseverance, dedication, and uncompromising set of standards, Siefert Elementary is operating on an unprecedented high level and the staff and students have caught on to that. The school will continue to succeed, thanks to the powerful example set by Ms. Martin-Elam.

Excellent School Award

Woodbridge Fundamental School in Roseville, CA is the Excellent School for 2000. Woodbridge utilizes DI's *Reading Mastery*, *Distar Language, Reasoning and Writing*, and *Expressive Writing*. Woodbridge has been using DI curricula for twenty-eight years, since its introduction to the school by Mollie Gelder. *Reading Mastery* has remained a constant throughout the school because of Mollie's belief in the curriculum as well as her determination to utilize a system so beneficial to the Woodbridge School System.

Woodbridge employs schoolwide reading that enables the children to progress quickly and confidently in a small group at their instructional level. Student progress is monitored and charted monthly and instructional aides assist the neediest groups.

One-on-one tutoring, trained volunteers and an extended school day are some of the intervention strategies in place at Woodbridge, ensuring high success rates for students. All teachers, aides, student teachers and volunteers receive training and all student groups are monitored for excellence.

Student teachers working at Woodbridge have expressed gratitude for the training and the experience of "teaching a sequential, systematic phonics program that filled a void from their college teacher training," said Audrey Nobori, the nominator of Woodbridge. The *Reading Mastery* program has helped these student teachers to bridge the gap between the study of teaching reading to the actual practice thereof.

The story of the *Reading Mastery* program in the Woodbridge School is one of pride and success as the students express pride in their own reading abilities and the faculty express confidence in the utilization of such an effective tool.

Wayne Carnine Student Improvement Award

Four students were awarded with The Wayne Carnine Student Improvement Award for the year 2000. Students received a \$100 cash award along with the recognition of their efforts and personal achievements. Most Improved can refer to academic or behavioral changes, or both.

Matthew Akonom attends Hampstead Hill Elementary in Baltimore, MD and was nominated by his social worker, Sara Schmerling. Matthew entered Hampstead Hill with a history of aggressive and destructive behavior. He "refused to complete class work, disrupted the class, and was defiant and threatening," said Schmerling. With the combination of love and support from his grandmother and commitment from his teachers he has made significant improvements during his time at Hampstead Hill. Schmerling also

credits the structure of DI in helping Matthew "learn to relax and focus on his intellect rather than his external fears." He became so familiar with the sequence of lessons that he was able to assist visiting substitutes and teacher assistants. Matthew is not only a high achiever personally, but he also "helps other students in the school deal with their problems and tries to model appropriate behavior for them." Schmerling feels that Matthew exemplifies the words "outstanding improvement," and it is clear that Matthew has transformed both academically and personally.

Marti Dunn is from Central Elementary in San Diego, CA and was nominated by her k-1 teacher, Mrs. Patricia Contreras. Marti was retained by her first k-1 teacher and because of Marti's hard work and the use of the *Reading Mastery Series* by Mrs. Contreras, Marti was double promoted to third grade at the end of the school year. Now Marti is the best reader in her third grade class even though she did not attend second grade!

Although Marti is excelling in third grade, her math skills were behind those of her peers and she had not been taught cursive writing. To make up for the skills she missed by skipping second grade, Marti goes voluntarily to Mrs. Contreras classroom regularly after school so that she can continue her progression and success.

Mrs. Contreras feels that through Marti's own efforts and with the help of a good program, Marti has turned her "entire self image around and is becoming a very confident young woman."

Kalijah Hopkins of Beach Channel High School in Jamaica Queens, NY was nominated by Mrs. Daniela Greco, an Academy Coordinator and reading teacher. Kalijah was having difficulty reading in his mainstream classes and when tested it was found that he was reading at a high second grade level and was then placed into the Academy Program which is a remedial reading program.

Kalijah has courageously dealt with physical and emotional obstacles and has had difficulty with reading and spelling for many years. Kalijah has shown tremendous growth since he has been in the Academy Program. "In September 1999 his reading was at a second grade level and by April 2000, only seven months later, his reading level improved to a 7.8 grade in comprehension" and significantly in other areas as well, said Greco. Of Kalijah, Greco says, he "continually expresses a desire and willingness to learn." Kalijah often spent his lunchtime with Mrs. Greco and he has been passing all classes with high marks. Mrs. Greco predicts continued success, improvements and accomplishments for Kalijah throughout the year and expects that he will return to the mainstream classes within the next year.

Mrs. Greco is also proud of Kalijah's community involvement in sports programs and with the YMCA where twice a week he volunteers his time swimming and doing water exercises with autistic adults.

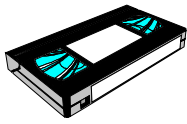
Nathan Roberts is from Beale Elementary in Gallipolis Ferry, WV and was nominated by Judith E. Browning who is a Special Educator for Beale.

As a first grader Nathan was not learning to read, and even so he was promoted to second grade. Nathan's second grade teacher reported that Nathan was having a difficult time reading and that his performance was far below grade level. His teacher was concerned because he works hard, has much family support as well as one-on-one instruction within the classroom.

Nathan was not responding to different reading formats that were introduced to him. After a psychological evaluation in which the psychologists found his profile consistent with a child with a learning disability, Nathan's parents agreed to try DI and enrolled him in Beale Elementary. In a year's time Nathan "has gone from only being able to read two or three short words to reading fluently at the third level . . .

after approximately a year in DI, he reads everything," said Browning.

Matthew, Marti, Kalijah and Nathan are four examples of what takes place when teachers, administrators and school systems utilize a program that has proven to be as effective as DI. DI has given these children the chance to excel, the chance to succeed. And it is the teachers, administrators, and school systems that have allowed DI to become a part of their curriculum, a part of their continuing story of success.



Videotapes on the Direct Instruction Model

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

Informational Tapes

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

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

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

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

Training Tapes

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

DITV—Reading Mastery 1, 2, 3 and Fast-Cycle Preservice and Inservice Training

The first tapes of the Level I and Level II series present intensive preservice training on basic Direct Instruction teaching techniques and classroom management strategies used in *Reading Mastery* and the equivalent lesson in *Fast-Cycle*. Rationale is explained. Critical techniques are presented and demonstrated. Participants are led through practical exercises. Classroom teaching demonstrations with students are shown. The remaining tapes are designed to be used during the school year as inservice training. The tapes are divided into segments, which present teaching techniques for a set of upcoming lessons. Level III training is presented on one videotape with the same features as described above. Each level of video training includes a print manual.

<i>Reading Mastery I</i> (10 Videotapes)	\$150.00
<i>Reading Mastery II</i> (5 Videotapes)	\$75.00
<i>Reading Mastery III</i> (1 Videotape)	\$25.00
Combined package (<i>Reading Mastery I–III</i>)	\$229.00

Corrective Reading: Decoding B1, B2, C—4 hours, 38 minutes + practice time. Pilot video training tape that includes an overview of the Corrective Series, placement procedures, training and practice on each part of a decoding lesson, information on classroom management / reinforcement and demonstrations of lessons (off-camera responses). Price: \$25.00 per tape (includes copying costs only).

Conference Keynotes

These videos are keynotes from the National Direct Instruction Conference in Eugene. These videos are professional quality, 2 camera productions suitable for use in meetings and trainings.

Conference 2000 Keynotes!!

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

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

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

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

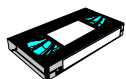
Moving from Better to the Best—20 minutes. Closing keynote from the National DI Conference. Classic Zig Engelmann doing one of the many things he does well... motivating teaching professionals to go out into the field and work with kids in a sensible and sensitive manner, paying attention to the details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

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

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

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

continued on next page



Videotapes on the Direct Instruction Model...continued

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

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

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

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

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A critical element in presenting *Corrective Reading* lessons is how accurately and consistently you say the sounds. Of course, when teachers are trained on the programs they spend time practicing the sounds, but once they get back into the classrooms they sometimes have difficulty with some of the sounds, especially some of the stop sounds.

I have assisted ADI in developing an audio tape that helps you practice the sounds. This tape is short (12 minutes). The narrator says each sound the program introduces, gives an example, then gives you time to say the sound. The tape also provides rationale and relevant tips on how to pronounce the sounds effectively.

Thanks for your interest in continuing to improve your presentation skills.

Siegfried Engelmann
 Direct Instruction Program Senior Author

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What is ADI, the Association for Direct Instruction?

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

Who Should Belong to ADI?

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

Membership Options

- ☐ \$40.00 **Regular Membership** (includes one year subscription to ADI publications, a 20% discount on ADI sponsored events and on materials sold by ADI).
 - ☐ \$30.00 **Student Membership** (includes one year subscription to ADI publications, and a 40% discount on ADI sponsored events and a 20% discount on materials sold by ADI).
 - ☐ \$75.00 **Sustaining Membership** (includes Regular membership privileges and recognition of your support in *Direct Instruction News*).
 - ☐ \$150.00 **Institutional Membership** (includes 5 subscriptions to ADI publications and regular membership privileges for 5 staff people).
 - ☐ \$30.00 **Subscription** 4 issues (1 year) of ADI publications.
- ✓ Canadian addresses add \$5.00 US to above prices.
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The Association for Direct Instruction distributes the following Direct Instruction materials. Members of ADI receive a 20% discount on these materials. To join ADI and take advantage of this discount, simply fill out the form and include your annual dues with your order.

<i>Title & Author</i>	<i>Member Price</i>	<i>List Price</i>	<i>Quantity</i>	<i>Total</i>
<i>Teach Your Children Well</i> (1998) Michael Maloney	\$13.50	\$16.95		
<i>Preventing Failure in the Primary Grades</i> (1969 & 1997) Siegfried Engelmann	\$19.95	\$24.95		
<i>Theory of Instruction</i> (1991) Siegfried Engelmann & Douglas Carnine	\$32.00	\$40.00		
<i>Teach Your Child to Read in 100 Easy Lessons</i> (1983) Siegfried Engelmann, Phyllis Haddox, & Elaine Bruner	\$16.00	\$20.00		
<i>Structuring Classrooms for Academic Success</i> (1983) S. Paine, J. Radicchi, L. Rosellini, L. Deutchman, & C. Darch	\$11.00	\$14.00		
<i>War Against the Schools' Academic Child Abuse</i> (1992) Siegfried Engelmann	\$14.95	\$17.95		
<i>Research on Direct Instruction</i> (1996) Gary Adams & Siegfried Engelmann	\$19.95	\$24.95		
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