

# Introduction to Teaching Authentic Direct Instruction Session 2



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## Webinar Format

Share **information on Direct Instruction**

- Demonstration
- Questions from participants
- Application opportunities

**Questions & Comments** from participants

- Comments/questions **via the Q & A feature**
- **Send to** [info@nifdi.org](mailto:info@nifdi.org)



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## AGENDA

- **Introductions** – Let's get reacquainted
- **Materials Check**
- **Session Goals**
- **Instructional Goals of Direct Instruction**
- **Direct Instruction Principles:**
  - Effectiveness and **Efficiency**
- **Additional Major Features**
- **Additional Resources**
  - Video In-Services
  - Research
  - Preservice and Coaching



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### Poll # 1a: Let's get reacquainted

I am a...

1. Teacher
2. Coach
3. School leader
4. District leader
5. Researcher/University lecturer
6. Behavior support specialist
7. SENCO/Special Education specialist
8. Teaching assistant



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### Poll #1b: Let's get reacquainted

**Introduction to Teaching Authentic  
Direct Instruction Webinar, Part 1**

1. **Yes**, I attended part 1.
2. **No**, I did not attend part 1.



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### Session Materials

**NIFDI Handout Packet (HO) Packet**

**Lessons:** RMSE 1, L 102; RMSE K, L34; RMSE 1, L90

**Tour of NIFDI Resources**



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## Session Goals

### Goals:

- Develop a **working knowledge** about the **rationale** behind **Direct Instruction (DI)** curricula
- Understand the **key principles** and **delivery techniques** of DI programs.



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## Instructional Goals of Direct Instruction

1. For all students to master material at their performance levels every day, which will lay the foundation for increasing knowledge, skills and confidence.
2. For all students to learn critical background information and specific strategies systematically, which they can apply successfully to a wide variety of situations.



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## Instructional Goals of Direct Instruction (cont.)

3. For the performance level of all students to increase dramatically over time through acceleration – learning more in less time.



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## Direct Instruction Principles:

- **Effectiveness** – ensuring that all students master the material.
- **Efficiency** – ensuring that students learn at a faster-than-expected rate.



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## Design of Effectiveness (ensuring that all students learn)

1. Placing students at their performance level
2. Modeling new skills and concepts
3. Eliciting frequent student responses
4. Immediate corrections by the teacher
5. **High passing criteria**
6. Incremental increase in difficulty & complexity
7. Judicious review
8. Integrating skills and concepts into more complex applications



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## Design of Effectiveness

### 5. High passing criteria

- In contrast to conventional instruction, DI requires a **high percentage of correct responses** for students to proceed through the program.
- In many schools, 70% correct is a passing score. Because **DI programs emphasize mastery** of the content covered, the **passing scores are much higher**.



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### Design of Effectiveness

#### 5. High passing criteria

- 100% on individual turns
- 100% on all tasks by the end of the lesson
- 85% on independent work
- 90% on in-program mastery tests
- errors are infrequent so groups complete lessons in the allotted time



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### Design of Effectiveness

#### 6. Incremental increase in difficulty and complexity

#### 7. Judicious review

#### 8. Integrating skills and concepts into more complex applications



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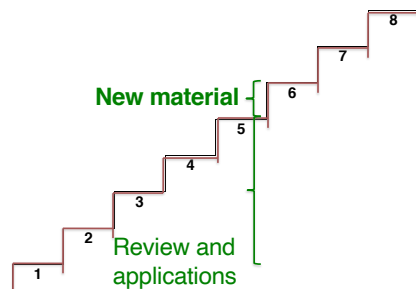
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### Mastery Teaching Staircase



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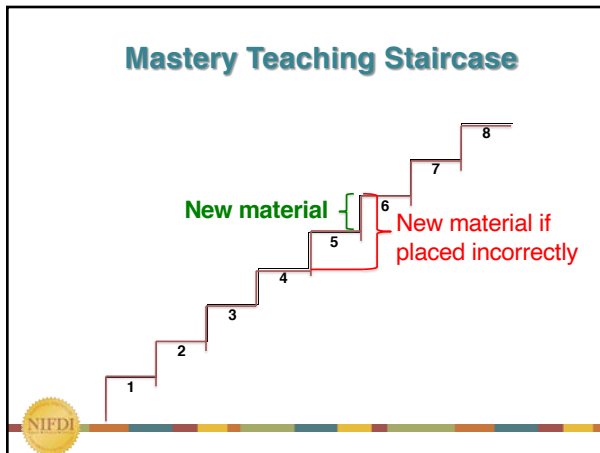
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### Connecting Math Concepts Comprehensive Edition (CMC CE) Level D, L.11

- What pre-skills would a student need to have in order to solve for K?

**Part 2**

a. K is 17 less than 88.

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### Connecting Math Concepts Comprehensive Edition Level D, L.11

You're going to make number families and then figure out what the letter in the family equals.

- Touch sentence A. ✓
- Read the sentence. (Signal.) *K is 17 less than 88.*
- Which number tells how many more or less? (Signal.) 17
- Circle 17 and write it as the first small number in the family. ✓
- Read the sentence without the circled number. (Signal.) *K is less than 88.*
- Put K and 88 in the number family. (Observe students and give feedback.)
- Check your work. (Display.) [11:4A]

**Part 2**

a. K is 17 less than 88.

17 → K

→ 88

→

a. 17 → K → 88

Here's what you should have.  
17 and K are the small numbers. 88 is the big number.

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### Connecting Math Concepts Comprehensive Edition Level D, L.11

- k. Go back to problem A. ✓
- Write the column problem and figure out what K equals. Write that number in the family.  
(Observe students and give feedback.)
  - Everybody, read the problem and the answer.  
(Signal.)  $88 - 17 = 71$ .
  - What does K equal? (Signal.) 71.
- l. Check your work.  
(Display:)

[11:4E]

$$\begin{array}{r} 71 \\ \text{a. } 17 \xrightarrow{K} 88 \end{array} \quad \begin{array}{r} 88 \\ -17 \\ \hline 71 \end{array}$$

Here's what you should have.

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### Connecting Math Concepts Comprehensive Edition Level D, L.51

1. June rode a bike 156 miles farther than Ginger rode. Ginger rode 97 miles.

How many miles did June ride?

$$\begin{array}{r} 97 \\ \text{a. } 156 \xrightarrow{K} J \end{array} \quad \begin{array}{r} 156 \\ +97 \\ \hline 253 \text{ miles} \end{array}$$

2. Mike ate 123 apples.

Fran ate 86 apples.

How many more apples did Mike eat than Fran?

$$\begin{array}{r} 86 \quad 123 \\ \text{b. } \xrightarrow{K} M \end{array} \quad \begin{array}{r} 123 \\ -86 \\ \hline 37 \text{ apples} \end{array}$$

3. Sal weighs 137 pounds.

Jan weighs 109 pounds.

How many pounds heavier is Sal than Jan?

$$\begin{array}{r} 109 \quad 137 \\ \text{c. } \xrightarrow{K} S \end{array} \quad \begin{array}{r} 137 \\ -109 \\ \hline 28 \text{ pounds} \end{array}$$



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### Benefits of DI Program Design Principles

- A. Students at mastery will learn** what's next.
- B. Students not at mastery will get farther behind.**
- C. Students will retain information** over breaks.



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## Benefits of DI Program Design Principles (cont.)

D. Teaching to mastery = **reliable progress**

E. **Student performance** drives instruction.



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## Poll #2: Benefits of DI program design

Tell me true.....or false

1. **Students taught to mastery will learn** what's next. **T or F**
2. **Students not** at mastery will get **farther behind**. **T or F**
3. **Students** taught to mastery will need to start the new school year 25 lessons back from where **they left off** before the summer break. **T or F**



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## Design of Efficiency

1. **Grouping** students **homogeneously** and **flexibly**
2. **Small groups** for **lower-level programs** and/or **fragile learners**
3. **Seating** students to facilitate instruction
4. **Choral student** responses **followed by individual turns**
5. **Scripts** with **clear, consistent** wording and examples
6. **Routines** and **expectations** explained and practiced
7. **Systems** for **reinforcing** appropriate student **behavior**



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## Design of Efficiency

(students learning faster-than-expected)

1. **Grouping** students **homogeneously** and **flexibly**
2. **Small groups** for **lower-level programs** and/or **fragile learners**



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## Design of Efficiency:

Flexible Grouping

- **Groups** may **change** throughout the year.
- All **changes** will be **made on** the **basis** of **data** and an **analysis** thereof.
- **Teacher** recommendation is **important**.  
However, **data-based decisions** are always first and **foremost**.



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## Design of Efficiency

1. Grouping students homogeneously and flexibly
2. Small groups for lower-level programs and/or fragile learners
3. **Seating students to facilitate instruction**
4. Choral student responses followed by individual turns
5. Scripts with clear, consistent wording and examples
6. Routines and expectations explained and practiced
7. Systems for reinforcing appropriate student behavior



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## Design of Efficiency

### 3. Seating students to facilitate instruction

- **lower levels** of the programs require small group instruction – **12 students maximum**
- **higher levels** are taught **whole class**— still **homogeneous groups**



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## Efficiency: Seating Students to Facilitate *Small* Group Instruction

RMSE Reading & Language Grades K & 1;  
Corrective Decoding A; DISTAR Arithmetic

### Setup

- Students in a semi-circle around the instructor (not on the floor)
  - Kindergarten/Reception and first grade students in RMSE sit in chairs *without* desks.
  - Older students in Decoding sit at desks.



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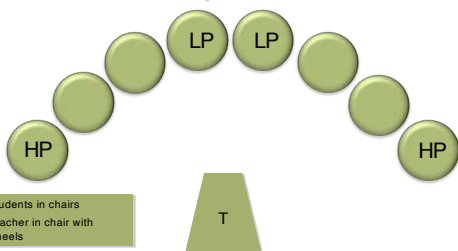
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## Efficiency: Seating Students to Facilitate Instruction

### Physical Arrangement for Small Group Instruction



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### Efficiency: Seating Students to Facilitate Instruction

#### Physical Arrangement for Medium Sized Group (10-12 students)

- Students in assigned seats
- Off the floor
- High performers on sides and in back
- Low performers/behavior challenges front and center
- Make sure all students can see all parts of the lesson.

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### Efficiency: Seating Students to Facilitate Instruction

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### Efficiency: Seating Students to Facilitate **Large** Group Instruction

#### RMSE Grade 2 Reading and Language; Decoding B1 & higher; CMC Levels B & up

**Setup**

- Students sit in desks during instruction – rows and columns are best for monitoring.

**Story reading**

- Instructor moves around the room – seldom at the front unless giving points.

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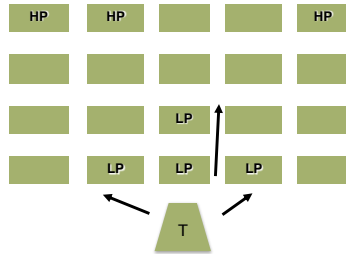
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### Efficiency: Seating Students to Facilitate Instruction

**Physical Arrangement for Large Group Instruction**  
(teacher actively monitors students at their desks)



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### Efficiency: Seating Students to Facilitate Instruction



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### Design of Efficiency

1. Grouping students homogeneously and flexibly
2. Small groups for fragile learners
3. Small groups for lower-level programs and/or fragile learners
4. **Choral student responses followed by individual turns**
5. Scripts with clear, consistent wording and examples
6. Routines and expectations explained and practiced
7. Systems for reinforcing appropriate student behavior



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## Design of Efficiency

### 4. Choral student responses followed by individual turns



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## Corrective Reading: Comprehension Level B2, Lesson 9

As you watch this video, think about the function of presenting individual turns after group responses.

- EXERCISE 2**  
**BODY SYSTEMS**
2. Name the wires in the body that carry messages. (Pause.) Get ready. (Signal.)  
*The nerves.*
    - Name the body part that connects the brain to all parts of the body. (Pause.) Get ready. (Signal.) *The spinal cord.*
    - Name the organ that lets you think and feel. (Pause.) Get ready. (Signal.) *The brain.*
    - (Repeat step 2 until firm.)

Individual test  
(Repeat step 1 or 2 with individual students.)

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## Poll #3: Choral student responses followed by individual turns

Which of the following are true about presenting individual turns after group responses? (Check all that apply.)

1. To catch students up who have been absent.
2. To verify that students have mastered the material and are not just mouthing their response or taking cues from other students.
3. If you are in doubt about the performance of any student on the exercises, present quick individual turns.
4. If you wait until the students are firm on group responses, the chances are much better that each student will be able to give a firm response on an individual turn.



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### Design of Efficiency

1. Grouping students homogeneously and flexibly
2. Small groups for lower-level programs and/or fragile learners
3. Seating students to facilitate instruction
4. Choral student responses followed by individual turns
- 5. Scripts with clear, consistent wording and examples**
6. Routines and expectations explained and practiced
7. Systems for reinforcing appropriate student behavior



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### Poll #4: Scripts – what good are they?

**What following ideas could be included when sharing with a peer or a parent the benefits of following a DI script? (Check all that apply.)**

1. Scripts keep the language of instruction consistent from day to day.
2. Teacher talk is at a minimum so there is less confusion and distraction.
3. Scripts are efficient for the teacher and students.
4. The sequence and order of tasks have been carefully constructed.
5. Scripts allow for teacher showmanship.



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### Design of Efficiency

#### 5. Scripts with clear, consistent wording and examples

- What information would **YOU** include if sharing with a peer or a parent the benefits of following a DI script?

**TIME TO SHINE:** Jot down three points you want to be sure to remember.



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### Design of Efficiency

1. Grouping students homogeneously and flexibly
2. Small groups for lower-level programs and/or fragile learners
3. Seating students to facilitate instruction
4. Choral student responses followed by individual turns
5. Scripts with clear, consistent wording and examples
6. **Routines and expectations explained and practiced**
7. **Systems for reinforcing appropriate student behavior**



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### Design of Efficiency

6. **Routines and expectations explained and practiced**
7. **Systems for reinforcing appropriate student behavior**

Tool: the Teacher-Student Game.



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### Sample Rules for Group Instruction

**S**it Tall

**T**alk Big

**A**nsWER on Signal

**R**espect Others



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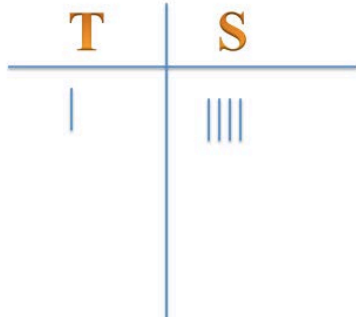
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## TEACHER-STUDENT GAME



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**Poll #5 – Show what you know!**

**5a True or false: Effectiveness** means that all students master the material.

**5b True or false: Efficiency** means students learn at a faster-than-expected rate.



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**Major Feature:****Organization & Management****Schedule**

- **Protected** time – school wide
- **2<sup>nd</sup> reading period** for **all K/1** and for **all** groups performing **below grade level**
- **Teachers** must **adhere to the schedule** during the entire duration of the period
  - Teachers must **start on time**
  - Teachers must **teach until the end** of the scheduled period
- **Minimal disruptions** (i.e., field trips, assemblies)



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**Major Feature:****Lesson Progress and Mastery**

Expected **lesson progress** is **projected** according to the **entry performance level** of the students **and** according to the **program being taught**.

- In **lower** levels of the programs:

- High groups achieve 8 to 9 lessons a week at mastery.
- Middle groups achieve 7 to 8 lessons a week at mastery.
- Low groups achieve 5 to 7 lessons a week at mastery.

- In **higher** levels of the programs:

- Because of complexity, lessons take longer.
- Students complete **at least** a lesson a day at mastery.



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**Major Feature:****Monitoring In-Program Student Performance Data**

- **Student Test Summary (STS):**

- Reading Checkouts
- Mastery Tests: Reading, Language and Math

- **Lesson Progress Chart (LPC)**

- **Independent Work Summary (IWS)**



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**Goals: Do you have...**

- **A working knowledge** about the **rationale** behind **Direct Instruction (DI)** curricula?
- An understanding of the **key principles** and **delivery techniques** of DI programs?



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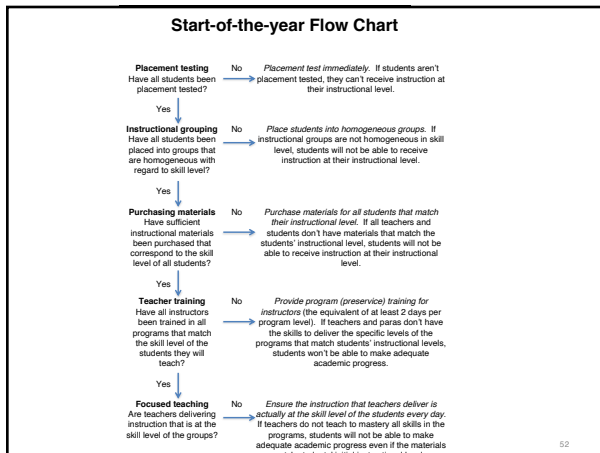
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**Next Steps**

**Preservice Program Training**

- Essential to student and teacher success
- Trains instructional staff in the program and level they will teach
- Takes place before instruction begins
- Goal is to prepare instructors for first 30 or so lessons of the program level
- Receive modeling, practice and feedback to hone DI delivery skills

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**Next Steps Continued**

**On-site coaching**

- Instrumental to student and teacher success
- Provides teachers with feedback on instructional techniques and student skill level
- Provides practice sessions and skill building in-services
- Assists with weekly data analysis
- Classroom routines and expectations training
  - Provides training on how to teach DI classroom rules and actively monitor students during instruction and transitions

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**Resources: Implementation Support**  
**National Institute for Direct Instruction**  
 (www.nifdi.org)

**Video In-Service Series**

- Critical Phrasing
- How to Correct Discrimination Errors, Volumes 1-3
- Thermometer Chart

**Distance Learning Support**

- Webinars
- Forum
- Preservice Training
- Coaching

**Tour of Resources**  
 NIFDI website




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**Resources: Current Research**  
**National Institute for Direct Instruction**  
 (www.nifdi.org)

**DI shown to be effective**

- Research database on Direct Instruction
- Database by year includes
  - 134 Publications
  - Over 30 studies with random assignment
  - Email: [research@nifdi.org](mailto:research@nifdi.org)
- Publisher Website: <https://www.mheducation.com>




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**To purchase Authentic Direct Instruction Programs**

**In the UK Contact:**

- Emma Chambers
- Account Manager
- Schools UK and NECE
- Direct email: [emma.chambers@mheducation.com](mailto:emma.chambers@mheducation.com)
- General email: [ukschools@mheducation.com](mailto:ukschools@mheducation.com)
- Mobile: +44 (0) 7557 014605

**Others:**

**Contact your local MHE rep or go to [mheducation.com](http://mheducation.com)**





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**Every Child  
Every Teacher  
Succeed Every Day!**

For additional information contact:  
[info@nifdi.org](mailto:info@nifdi.org)

**Thank you for attending!**



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