

Direct Instruction

NEWS

ADI Effective School Practices

RANDI SAULTER and DON CRAWFORD, Editors

Stories of Success

Success seems to be the theme of this issue of the *DI News*. It is filled with stories of success. There are ideas for raising success levels in classrooms and how-to's for program implementation that lead to success. We have words of wisdom which support new teacher success, as well as articles about impediments to true success. There is an article about the history of DI successes, and two very important articles pointing us all in the direction of success by helping us sort true DI programs/materials from "look-alikes."

We have photos from our successful, annual international ADI conference in Eugene. We have the highly successful winners of the 2006 ADI Excellence in Education Awards. These are people who have really made a difference. They are much admired.

We have another of Zig's articles. In this one, entitled "Advocacy for Children," we take a look back at a 1982 piece that shines a light on the lack of concern in the educational system for the success of children. The prologue, written more recently, highlights the unfortunate lack of substantial change since he wrote the original piece. Certainly the recent events surrounding *Reading First* demonstrate that the system is not focused on the success of children created by *Reading First*.

We have two articles which focus on success stories from opposite ends of the country. From Guilford County, NC, comes a story of true educational transformation. The mother of a child with autism tells us, "*Reading Mastery*

has done more than just help our son become a confident and enthusiastic reader. It has enabled Riley to spend most of his school day in an inclusive regular education classroom, among his peers who love and embrace him." From Sacramento, CA, comes another story of true educational transformation. This time in a middle school that achieved an overwhelmingly significant growth in its Academic Performance Index (API) following an implementation of the REACH system of middle school DI programs.

From Utah comes "Academic Failure: Dysteachia, or Curriculum Casualty?"—a concise and comprehensible article recounting one educator's gradual understanding of the magnitude of proven success accomplished by Direct Instruction. From Lynn Cheney, the wife of Vice President Dick Cheney, comes a short article lamenting the fact that colleges of education continue to ignore the phenomenal success of Direct Instruction and fail to teach future educators and administrators about DI.

Linda Carnine shares an article full of important rules for more success using DI in "How to Use *Reading Mastery* programs for Interventions with Struggling Second- and Third-Grade Students." Your editors have contributed an article explaining how to be successful using the perennial DI student motivation tool, "The Teacher/Student Game." Martin's Musings brings us important advice for new teachers and students studying to become teachers. His secret for success involves developing

the ability to tell sense from non-sense—which is critical when spending time in schools of education.

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Contribute to DI News:

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

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

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

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

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

Book notes: Review a book of interest to members.

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

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

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

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

Completed manuscripts should be sent to:

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

Stories...continued from page 1

Finally, we have two articles about the new book *Rubric for Identifying Authentic Direct Instruction Programs*. We feel the book is very important to the future

effectiveness and success of DI and thereby to all of us. We are happy to have the thoughts of Bob Dixon in his regular "A View From Askance" and a full-fledged review from Dr. Sara Tarver.

We hope you will contact ADI and purchase your own copy after reading these two articles. And as always we hope you will find this issue of the DI News to be surprising, stimulating, or both. **ADI**

BRYAN WICKMAN, Executive Director, Association for Direct Instruction

ADI News

Summer has come and gone and by now I trust you are all settled in for another school year. This summer was very busy for ADI as we ran four regional conferences as well as the National DI Conference in Eugene.

We started the summer off with our Ninth Southeast DI Conference and Institutes in Orlando, FL. Attendance was down a bit but we had an enthusiastic group from around the country, eager to attend an excellent set of offerings. Stuart Greenberg, deputy director to the Eastern Regional Reading First Technical Assistance Center, gave an informative (and humorous) opening keynote.

Our next event was the Mountain States DI Conference in Colorado Springs, CO. The wonderful setting at the base of the Rocky Mountains was enjoyed by 170 participants, mostly from around the Colorado and Wyoming area. Cary Andrews provided an interesting and high-powered keynote on what is right and wrong with a three-tier intervention. He gave some practical examples and tips on how to avoid the pitfalls of this new way of looking at special education referrals.

The next event, the highlight of the summer for most of the 650 participants, was the National Direct Instruction Conference and Institutes in Eugene, OR. The conference continued its tradition of a strong set of pre-conference sessions. Anita Archer and Randy Sprick generously made time to present at the conference and share their individual expertise with

large groups of participants. The Sunday session also allowed for information and training on programs that are related to Direct Instruction, but are not "mainline" DI.

The opening by Zig Engelmann on Monday morning was well received, and Marcy Stein did a fantastic job as a follow-up to her foray into film-making featuring a brief history of DI. Many people wanted a copy of her presentation and at this time ADI is still working to get permission to release it. There were many sources used in the compilation of video clips and Marcy is working on getting clearance for release. We will inform ADI members and conference attendees once we have permission for distribution.

Two great things about the national conference are the participants and the presenters. There isn't any other event where one can meet and talk to the pioneers of Direct Instruction such as Zig Engelmann, Doug Carnine, Jean Osborn, and Gary Johnson, and hear presentations by the best authors, practitioners, and consultants in the DI community. There are several social events that facilitate contact between presenters and participants. The entire week is designed as an opportunity to immerse oneself in DI. By the end of the week participants report feeling tired yet very satisfied with the week. Plan to attend next year's event July 22-26.

In August we returned to Chicago for the Midwest DI Conference. The

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Photos From the 2006 National Direct Instruction Conference in Eugene

From left to right: Bryan Wickman, Executive Director, welcoming everyone. Marcy Stein giving a rousing keynote. Zig Engelmann addressing the attendees.



Zig listening to a presentation.



Three members of the ADI board of directors (from left to right): Gary Johnson, Jean Osborne, and Marcy Stein.



Zig and a relatively diminutive Jean Osborne.

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

Alliance Public School
Alliance, NE

American Preparatory Academy
Draper, UT

Barren County Board of Education
Glasgow, KY

Beacon Services
Milford, MA

Bend Elementary School District
Red Bluff, CA

Berks County Intermediate Unit
Reading, PA

Bethel School District #52
Eugene, OR

Big Lake Elementary
Big Lake, AK

Bristow Elementary
Bowling Green, KY

Burlington Area School District
Burlington, WI

Cache Valley Learning Center
Logan, UT

Clayton County Public Schools
Jonesboro, GA

Cleveland Municipal School District
Cleveland, OH

Consortium on Reading Excellence
Berkeley, CA

Covington Independent Public Schools
Covington, KY

Danville Schools
Danville, KY

Educational Resources Inc
Cape Coral, FL

Englewood Peace Academy
Toledo, OH

Evergreen Center
Milford, MA

Fairfield-Suisun USD
Fairfield, CA

FDLRS/Crown
Jacksonville, FL

Frank Elementary School
Kenosha, WI

Granite School District
Salt Lake City, UT

Hattiesburg School District
Hattiesburg, MS

Hawthorn Elementary North
Vernon Hills, IL

Highland Elementary
Hopkinsville, KY

Hinsdale Community CSD 181
Westmont, IL

Mat-Su Borough School District
Palmer, AK

iLearn, Inc.
Marietta, GA

Institute for Effective Education
San Diego, CA

Jackson Elementary
Medford, OR

Joint School District No. 2
Meridian, ID

La Gloria Elementary
Gonzales, CA

Lasson View School District
Los Molinos, CA

Laurel Nokomis School
Nokomis, FL

Leavenworth Public Schools
Leavenworth, KS

Livermore Joint Unified School District
Livermore, CA

Los Molinos Unified School District
Los Molinos, CA

Maple School
Springfield, OR

Martin Luther King Jr. Elementary
Huntsville, AL

McDonnell Elementary
Huntsville, AL

Morningside Academy
Seattle, WA

Mountain View Academy
Greeley, CO

New Plymouth Elementary School
New Plymouth, ID

Norfolk Public Schools
Norfolk, NE

OCISS-ISB-Languages Section
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Alexandria, LA

Richfield School
Corning, CA

Riverside Academy
Cincinnati, OH

Rogers Middle School
Lawndale, CA

Saint Anthony School
Milwaukee, WI

School District
of New Richmond
New Richmond, WI

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

Special Education Services Center
Casper, WY

SRA/McGraw-Hill Wisconsin
DeWitt, WI

SRA/McGraw-Hill Western Region
Mountlake Terrace, WA

Stevenson Elementary
Russellville, KY

Sto-Rox School District
McKees Rocks, PA

The Academy at High Point
Aurora, CO

Thurgood Marshall Elementary
Morrow, GA

Tri City Elementary
Myrtle Creek, OR

Tuttle Elementary School
Sarasota, FL

W.C. Cupe College Preparatory
Schools
Columbus, OH

Washington Elementary
Norfolk, NE

Wildwood Academy
Oakville, Ontario

ADI News...continued from page 3
keynote was particularly interesting. Tiffany Parker, former principal at Lewis Lemon Elementary in Rockford, IL, gave the keynote on her experience of utilizing DI very successfully and then, because of a change in superintendent, being told she could no longer use the program. Her story, covered by the national press, was related to participants in an interesting and clear presentation.

Tiffany has agreed to provide a written copy of her account for publication in an upcoming *DI News* story. It has all the elements of a fantastic comedy/tragedy. The real tragedy is that the loss of the program falls on the backs of vulnerable children.

Our last summer conference was the Atlantic Coast Conference, held in Cherry Hill, NJ. Chris Jones from Longwood University presented a keynote on the Three Tier model and

provided some great data on work that is being done in Virginia. He also has promised a write-up so that our membership can see how the model is being implemented successfully in several districts in Virginia.

We are planning our training schedule for the spring and summer of 2007. We will notify our membership of upcoming training opportunities by mail and e-mail, so start planning soon to attend an ADI training. **ADI**

EMELINE COKELET, Association for Direct Instruction

2006 ADI Excellence in Education Awards

The Association for Direct Instruction in July recognized teachers and students for their commitment to and improvement in education with the 2006 Excellence in Education awards. The recipients were nominated by their peers and recognized at the National Direct Instruction Conference in Eugene, OR, for Excellence in Education, the Wayne Carnine Student Improvement Award, and the Wesley Becker Excellent School Award.

Excellence in Education

Beth Grelecki

Beth Grelecki “looks for ways to teach her children the way she would look for water if her hair was on fire,” said Cathy Watkins, a professor at California State University, Stanislaus, and Beth’s colleague, when presenting Grelecki with the award.

Grelecki completed the Special Education Credential Program at CSU Stanislaus and works every summer in the school’s Center for Direct Instruction. She has taught a third- through fifth-grade Special Day Class at Capistrano Elementary School in the Empire School District, California, for more than eight years, using Direct Instruction daily. The school has a high poverty, minority and second language learner population, and five

years ago it was deemed a program improvement school, recommended by the district for the state’s Immediate Intervention Program. In the fall of 2002, Watkins was asked to serve as the consultant for the School Improvement Plan. In nominating Grelecki for the award, Watkins wrote:

“Because of the tremendous respect and admiration the staff at the school have for Beth Grelecki, and because of the amazing growth they had observed in the children she teaches, the staff wanted to implement *Reading Mastery* school-wide. This would not have happened without Beth as a model, and as a source of support and encouragement for the teachers.”

That decision led the school’s API scores to rise from 616 in 2001 to 752 in 2005. In 2006, Capistrano earned the highest rank of 10 among demographically similar schools and was nominated as a California Outstanding School. Grelecki’s colleagues in the Empire School District selected her as the recipient of a School Bell Award.

In a letter signed by the school staff, the school’s reading specialist, Title 1 coordinator and ELL site coordinator, David Loucks, writes:

“We owe Beth an enormous debt of gratitude for her help in implementing

our school-wide program in the fall of 2002. We are a veteran staff and the thought of trying something new was scary. We were comfortable in our old ways, and change was not welcome. Beth helped the staff see that research-based instruction with the goal of mastery for all students is essential. Due to her guidance, we are now known as the staff that wants to see the field-testing and data supporting any new program.

“Beth Grelecki epitomized the qualities of a successful teacher. She is passionate about her teaching and her students. She inspires her students and she supports her co-workers to make positive changes for the benefit of the entire school.



Excellence in Education Award winner Beth Grelecki, left, with Cathy Watkins.

"When you enter her classroom, you know that it is a special place. She has very high expectations for her students' academic growth and behavior. She approaches them with complete honesty and builds their trust. This is phenomenal considering many of her students have had years of negative experiences at school."

Disa Hauge

As assistant principal at Ma'ili Elementary School in Waianae, Hawaii, Hauge first learned about Direct Instruction from an article in a national special education newspaper. Soon she was supporting the use of DI to boost academic success in a school full of struggling and non-readers. Now the Ma'ili principal, Hauge clearly has led a turnaround in the school that has inspired staff and parents, write those who supported her nomination.

Ma'ili Elementary was described as a "dysfunctional" and "tough" school before Hauge led the effort to implement DI. "From the very beginning, as an administrator, Disa got it," writes Edward Kame'enui, commissioner of the National Center for Special Education Research. "That is, she clearly understood the importance of well-designed instructional programs and the careful and systematic implementation of those programs with supreme fidelity. She understood that the instruction mattered and that it had to be delivered every day without compromise and fudging."

A letter signed by the school's staff explains:

"We used to have a high transiency rate among teachers. We are a very stable staff now because we enjoy teaching Direct Instruction and seeing our students succeed. We are also very pleased with the direction Disa has taken our school as we integrate standards-based teaching with Direct Instruction. We made Adequate Yearly Progress for the first time in the school's history in 2005, all because of Direct Instruction.

"We could not have come this far as a school without Disa's direction, guidance and support, and feel she is more deserving of recognition for her unceasing efforts."

Gary Davis, Karen Davis, and Kathy Jungjohann of the National Institute for Direct Instruction say Hauge successfully continued Ma'ili's Direct Instruction program when the district and the state recommended the "America's Choice" curriculum, and she "has had the courage to remove poor implementing teachers and is committed to hiring new staff who support the DI implementation." She started a small pilot program in the school with several kindergarten and first-grade teachers, helped author a grant to fund training and coaching, provided leadership to reluctant teachers, and taught the programs hands-on.

Davis, Davis, and Jungjohann continue:

"Disa Hauge is a committed and outstanding building administrator who works tirelessly on behalf of the students at Ma'ili. With the full support of her staff and the students, she has been the moving force in the complete turnaround of Ma'ili Elementary School. She is an advocate for Direct Instruction in a state where it is highly unpopular. We can think of no better person, past or present, who deserves this award more."

Wayne Carnine Student Improvement

The Wayne Carnine Student Improvement Award honors students who have made exceptional gains from being taught by Direct Instruction programs and teachers. Established by the ADI Board in 1995, it memorializes Wayne Carnine, father of Doug Carnine. This year's winner is Rahma Hamadi of Wisconsin, and Cyrus Koslowski of Minnesota is runner-up.

Rahma Hamadi

Eleven-year-old Rahma, a student at Wisconsin Avenue School in Milwaukee, WI, arrived in the United States with her family in 2004 from a refugee camp in Somalia, where her family had spent a long time because of the civil war in that country. Before coming to the U.S., neither Rahma nor anyone in her family had the opportunity to go to school. Her mother had never had the chance to learn to read. Betsy Frisch, Direct Instruction coach and consultant at the school, wrote this about Rahma, a third-grader last year:

"Coming to the United States has involved negotiating a number of profound shocks for Rahma. There is of course the shock of language. The shock of going to a school instead of being with her family all day. There was the shock coming from a third-world country to a place of electricity, computers, and cars. There was the shock of coming from a Muslim coun-



From left, Karen Davis, Gary Davis, Phyllis Haddox, Disa Hauge, and Kathy Jungjohann. Hauge received the Excellence in Education Award.

try to a place of many religions. It required a great deal of courage and flexibility to come to terms with being taught with boys in the room; with being taught by male teachers and being willing to interact with both students and teachers from many cultures.

From April and May of 2004, Rahma received ESL instruction in the ESL classroom. In the fall of 2004, she was placed into a *Language for Learning* instructional group. She was able to complete *L for L* by May of 2005. In September of 2005, Rahma placed into both *Language for Thinking* and *Reading Mastery 1/Fast Cycle* lesson 1. They were encouraged to complete two lessons per day. They did indeed: On April 1, 2006, Rahma successfully placed into *Reading Mastery 3*.

“Rahma has been a delight to all who have worked with her. She has a calm maturity, which belies her age. She is determined, always eager to learn, always willing to try, and always sure to do her best. Her ESL teacher noted that when no other student was willing to try a new word, Rahma was consistently the first to try. Her Direct Instruction teacher noted that when the lesson was over, she would often see Rahma pick up the teacher’s manual and start to re-teach the lesson to her group-mates. When asked, she would reply, ‘More practice.’

“In addition to her consistent presence at school, Rahma also has responsibilities at home. She is the oldest of six children and helps her mother. She also has to go with her family and act as a translator.”

Cyrus Koslowski

Tony Scheler, reading coach at Nay Ah Shing School in Onamia, MN, shared this about Cyrus:

“Cyrus came in as an intensive student from second grade and had a lot of hurdles to jump over to become a benchmark third-grader. At the beginning of the year in the fall benchmark of DIBELS (Dynamic Indicator of Basic Early Literacy Skills), Cyrus read

46 words per minute and was considered an intensive student.

“Upon reviewing Cyrus’s score of 46 wpm, an intervention plan was created and implemented by mid-October. The intervention plan included: home fluency building, after-school enrichment, word expansion, and fluency building at school with his reading teacher, the reading coach, and the program *Read Naturally*. Cyrus’s reading teacher started sending home a reading folder in October to continue to build the reading fluency and comprehension skills she was working on in reading class.

“The reading teacher enlisted the help of Cyrus’s sister to help him at home with his reading folder. She asked Cyrus’s sister if she would listed to Cyrus read his assignment that was assigned every day. She also was asked to sign his reading journal and write down every word he had trouble read-

ing. The reading teacher then took those words and worked them into her reading lesson. His sister agreed to this and she helped Cyrus complete his assignment every day all year. At after-school enrichment, Cyrus was provided extra practice with reading and had the *Read Naturally* program administered to him. Cyrus was also given 15 extra minutes a day where he worked on fluency with me, the reading coach.

“Cyrus’s scores on the DIBELS increased throughout the year. At the middle benchmark in February his DIBELS score was 73, which was an increase of 27 words per minutes. This was an increase of one word per minute per week. This moved him up into the category of Strategic. At the spring benchmark assessment, Cyrus scored 137 wpm, and that moved him up to the status of Benchmark. His total increase for the year was 91 wpm, which was an increase of about 2.3 wpm per week for the year.

Everyone likes getting mail...

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

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

To: majordomo@lists.uoregon.edu

In the message portion of the email simply type:

subscribe di

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

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

To: di@lists.uoregon.edu

Subject: *Whatever describes your topic.*

Message: *Whatever you want to say.*

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



Siegfried Engelmann, left, and Randy Sprick, who received the Hall of Fame Award.

"With the hard work of Cyrus, his sister and the teaching staff here at Nay Ah Shing, Cyrus has become a very strong and independent reader. He has become interested in reading books and seems to always have a chapter book in his hand. In fact, while he was waiting for his DIBELS test to be administered he brought down a book to read. I believe Cyrus is now and will continued to be a lifetime-long learner."

Wesley Becker Excellent School Award

Nay Ah Shing Elementary in Onamia, MN, was honored for its success with Direct Instruction. The school, facing serious disciplinary and achievement challenges, adopted *Reading Mastery*, *Language for Learning*, and *Reading Mastery Plus* as assistant principal Silvia Norberg, reading coach Tony Scheler and the staff worked to boost student learning.

"Nay Ah Shing was a school that had the courage to recognize the needs of their children, that they had a lot of failure and that they had a lot of students who really needed a lot of work to be successful," said Linda Carnine, a University of Oregon research assistant who worked with the school's staff as a consultant. In her nomination for Nay Ah Shing, Carnine wrote:

"Nay Ah Shing is a tribally-run elementary school on the Mille Lacs reservation in central Minnesota. The schools — elementary and high school — on the Mille Lacs reservation have had high numbers of students being identified for special education services and frequent behavior problems (an average of 20 office referrals per student per year for both schools in 2005)."

With a Reading First grant, the school set about to adopt a Direct Instruction plan. In the 2004-05 school year, the elementary school started with 54 percent of its upcoming kindergartners in intensive reading intervention status, said reading coach Scheler. By the end of the 2005-06 school years, those same students were all at the 100 percent benchmark in DIBELS. Two years ago when the school had its first school-wide (K-3) DIBELS test, 27 percent of students were at benchmark, said Scheler, but at the end of last spring, 69 percent of K-3 students were at benchmark.

Hall of Fame Award

The ADI Board of Directors nominated Randy Sprick for the 2006 Hall of Fame Award. Sprick, an educational consultant and teacher trainer in Eugene, started working with Direct Instruction 35 years ago when, at age 19, he was hired as a teacher's assistant in a program for severely and emotionally disturbed kids. Sprick met Zig Engelmann at a DI conference the

following spring and later worked with Engelmann in Project Follow Through.

Of Sprick, Engelmann said he's "practical, he's enterprising, he's very smart, he's dedicated, and he's a good guy. He has a good sense of priorities." Sprick has never sought a high profile for his accomplishments yet is very popular in what he does and has to turn work away. Even so, "he still remains totally dedicated to what he does."

Engelmann recalled Sprick taking on large-scale projects, such as building his own home. "He would go out like that and stick his neck out and do things that he thought were right because he thought they were right," Engelmann said.

Wesley Becker Research Award

The Wesley Becker Excellent Research Award was established not only to honor Wes Becker, one of the pioneers of Direct Instruction, but also to promote research on the use of Direct Instruction.

The recipient of the 2006 Wesley Becker Excellent Research Award was Kelsey Benson, a student at Eastern Washington University in Cheney, WA. Her paper, "Assessing the Comparative Effects of Reading Success Level B With Fifth-Grade Students at a Title 1 Elementary School," will appear in the Winter edition of the *Journal of Direct Instruction*. [ADI](#)

Annemiekie Golly, left, Tony Scheler, and Linda Carnine. Scheler, reading coach at Nah Ah Shing School in Onamia, MN, accepted the Wesley Becker Excellent School Award for the school.



How to Use Reading Mastery Programs for Interventions With Struggling Second- and Third-Grade Students

A number of schools are finding success implementing *Reading Mastery* programs with second- and third-grade children who have not gotten a good literacy start in kindergarten and first grade. These second- and third-graders can be successful in learning to read with an excellent implementa-

tion of Direct Instruction *Reading Mastery*, as well as more instructional time. What we have learned from these successful implementations can be summarized in five key principles: understand reading levels, place carefully, accelerate progress, double dose, and build fluency.

Understand Reading Levels

The first principle is to be aware of the reading levels of your students. Schools using *Reading Mastery* with second- and third-graders need to understand that *Reading Mastery 1 Classic* is typically covering kindergarten content; *Reading Mastery 2 Classic* is covering first-grade materials. A third-grade student who places into *Reading Mastery 1* is three years behind in reading. Therefore to catch up these older primary students who are significantly behind requires covering much more than a lesson a day in these carefully designed, slowly-paced materials. Note

Figure 1

Reading Mastery I Skipping (Fast Cycle) Schedule

Below is a fast cycle schedule for students in *Reading Mastery I* and *II* who can be accelerated. Following this schedule will eliminate the need to place students already in *Reading Mastery I* or *II* into the *Fast Cycle* program.

Teach Lessons	Skip Lessons						
12	1-11	50-51	49	84	83	120	119
14	13	54	52-53	86	85	122	121
16	15	56	55	90-91	87-89	125-126	123-124
19	17-18	58	57	93-94	92	128	127
22-23	20-21	60-62	59	96	95	130	129
25-27	24	64	63	98	97	132	131
29	28	66-67	65	100	99	135	133-134
31	30	69	68	102	101	137-138	136
33	32	71	70	104-106	103	140	139
35-36	34	73	72	108	107	142	141
38-39	37	75-76	74	110	109	145-147	143-144
41-42	40	78	77	112	111	150	148-149
44-45	43	80	79	115-116	113-114	152	151
48	46-47	82	81	118	117	155-158	153-154
							159-160

that the newest edition of *Reading Mastery*, called *Reading Mastery Plus*, is different. The initial level of this new edition entails an even slower introduction to decoding skills and is not recommended for use with second- and third-graders who are behind. (If the school owns these materials, they can be adapted with expert guidance.)

Place Carefully

The next principle for using *Reading Mastery* with second- and third-graders who are significantly behind is to pretest students with the *Reading Mastery 2* placement test and determine if these students can place into *Reading Mastery 2* (*RM 2*). Even students who don't quite make it into *RM 2*, but are close, should be tried out in the *RM 2* program. If students can place into *RM 2*, they have a much better chance of getting caught up by the end of third grade than those placing in *Reading Mastery 1* (*RM 1*).¹ If these second- and third-graders do not come close to passing the *RM 2* placement test, the teacher can use the Assessment Manual for *Reading Mastery 1* to determine an appropriate placement in *RM 1*.

Accelerate Progress

The next principle is to find ways to accelerate the progress of these students. For second- and third-graders who are significantly behind and place in *RM 1*, the catch-up process will be more challenging but can be done in two to three years. It is most critical that students lacking the phonemic awareness and phonics skills introduced in *RM 1* learn these skills as quickly as possible. The rate of introduction of new material is very slow, designed for children with little exposure to print. The second- and third-graders will most likely be able to cover the *RM 1* content at a faster pace. They will have learned most or all of the consonant sounds but will be confused and inconsistent on vowels. They will often not know that digraphs such as *th* and *sh* have unique sounds. Use the *Reading Mastery 1 Assessment Manual* for progress monitoring and acceleration through the *RM 1* materials.

There is a special program, *Reading Mastery I/II Fast Cycle*, designed specifically for this purpose of accelerating. Another option would be to use the acceleration (skipping) schedule (in Appendix A) for content coverage of

both *Reading Mastery 1* and *2* that can guide accelerating students through the programs. This schedule tells you which lessons you may skip as long as students are at mastery. The *Fast Cycle* program or the acceleration schedule

Figure 2

Reading Mastery II Skipping (Fast Cycle) Schedule

Teach Lessons	Skip Lessons	Teach Lessons	Skip Lessons
11-12	1-10	76-94	59-75
23	13-22	97	95-96
33-38	24-32	103-126	98-102
40-46	39	133-137	127-132
48-49	47	146-160	138-145
51-58	50		

Figure 3

Reading Mastery III (Rainbow) Skipping (Fast Cycle) Schedule

Below is a list of lessons to teach from Level III to use if your children are on an accelerated schedule. Worksheet items from the stories that the students did not read need to be crossed out. The children should not be expected to know these items. Children should read the skipped stories. These stories could be sent home as homework or reading during "down time" in school. Teach everything in the lesson unless the schedule below specifies that you teach only selected parts.

Teach Lessons	Skip Lessons
1-17	18-22
23-31	32-42
43	Facts About Miles. (Do not read the story. Do the word reading and the information passage only.)
44-59	60-63
64	
65	Facts about Ocean Water; A Man and His Pets, Liz Takes a Trip, Part E.
66-76	77-81
82-85	86-98
99-106	107-125
126-140	

(see Figures 1 and 2) is strongly recommended for all the older primary students.² The goal is to get these students through *Reading Mastery 1 and 2 with mastery* as quickly as possible.

Double Dose

Another key principle needed to catch up these students is covering at least two lessons a day, and preferably three or four, using a double or triple dosing schedule. A double dose means a second period of reading during the day. To catch up, these students will need to cover at least one to two lessons in the morning and then return for firm-up and another lesson or more in the afternoon.

Build Fluency

Once students are near lesson 50 of *RM 2* it is recommended to start building fluency on other reading materials, such as the *Read Naturally* fluency-

building program, or *Reading for All Learners* (Hofmeister, 2003). Students will have been working on building fluency within the *Reading Mastery* program since late *RM 1* and throughout level 2. Now they need to start practicing to transfer to other materials. There are special programs available through the Association for Direct Instruction to teach the students how to work in pairs on *Paired Reading Practice* as well as moving into standard orthography before it is built into the program.

The *Paired Reading Practice* and *Fast Cycle* schedules are supplementary materials recommended for second- and third-graders needing catching up. Another set of materials, the Direct Instruction Library series (SRA catalog), is also strongly recommended for independent reading. The library series contain decodable fairy tales and sto-

ries moving from very simple stories to more difficult decodable text. They provide excellent independent reading as students move into the *Reading Mastery 3 (RM 3)* program. There is also a skipping schedule recommended for *RM 3*. This appears in Appendix B (see Figure 3). Often teachers will assign the “skipped stories” for extra reading practice to be done as homework.

If you have questions about your implementation using *Reading Mastery* programs with older primary-grade students, contact Gary Davis or Linda Carnine at 541-485-1163. **ADI**

Reference

Hofmeister, A. (2003) *Reading for All Learners. Academic Success for All Learners.* <http://www.usu.edu/teach/Ralpadd.htm>.

¹ Placement into *RM 2* means students have at least the minimum skills in phonemic awareness and their basic sound-letter knowledge (i.e., know all their short vowel sounds *i, a, o, e* and *u* as well as long *e* and *o* in *cv* words). They are firm on nearly all consonant letter-sounds and know common sound combinations/digraphs *th, sh, wh*. Special orthography is used to assist students in identifying sound combinations by joined letters, e.g., *th*, and digraphs for combinations such as *oa*, or *ai*. This special orthography is faded near the middle of level 2 to traditional print. In beginning *RM 2* lessons, hard words (common sight words) are also reviewed. Then students move into intensive instruction in *cvc e* words with endings.

² Which lessons to skip should be determined by students’ low error rate of their checkouts and story reading and percentage correct on workbook performance. Often students with good mastery are accelerated by covering the teacher presentation material in one lesson, e.g. lesson 13, then reading the story for lesson 13, proceeding to the story for lesson 14 with a quick introduction of any new vocabulary or review of words with errors. After the group has finished the second story they are assigned the most relevant parts of both workbook exercises for lessons 13 and 14. This means students always answer the story comprehension questions and other challenging instruction items that follow, but skip workbook exercises that are essentially review for them.

MARTIN KOZLOFF, University of North Carolina, Wilmington

Martin's Musings

Friendly Advice

Dear Education Student,

I've never met you but I know you.
You are bright.
You are energetic.
You like kids.
You want to do well by kids.
I salute you for that.

You deserve to know the story—to know what the deal is. Therefore, at

the risk of being presumptuous and paternalistic (after all, you haven't asked for my opinion), I'm going to give you some advice.

And here it is...

Most of What Education Professors Tell You is Totally Useless, and at Least Half of THAT is Harmful.

It has nothing to do with any of the REAL tasks of teaching—such as communicating information to your students and checking to see if they get it (which is the CORE of teaching). It has never been tested and shown to be valid, true, reliable, or useful. In fact, most of what education professors tell you is wrong, false, and pure baloney.

It is superficial. You'll be told a few things that Piaget believed, that Dewey said, that Vygotsky claimed. It will add up to nothing. You'll be told to adapt instruction to your students' “learning styles,” but no one will tell you exactly how to do this. [Besides,

there's really no such thing as learning styles, anyway.]

Caveat emptor. **Buyer beware. Don't be taken in by nice-sounding words.**

"Best practice." [Who says it's best?]

"Authentic literature." [What on earth does that mean? What would INauthentic literature be? "Hey, you're not a REAL book."]

"Developmentally appropriate." [Aside from being pretty sure that a newborn infant isn't "ready" for toilet training, no one knows what is developmentally appropriate. Claims about developmental appropriateness are nothing but education professors' preferences.]

"Reflection." [How is that different from thinking about something?]

"Child centered." ["I'm child centered." "Well, good. Stay away from MY child."]

"Multiple intelligence." [How is that different from skills?]

"Learning styles." [Does not exist.]

"Portfolio assessment." [An assortment of junk in a kid's scrapbook.]

"Brain based." [Is there some other organ involved? Real brain scientists think "brain-based learning" is just a goofy fad. Do you think education professors know ANYthing about the brain? Would you take their advice on medication?]

These words sound good but they are logically absurd (i.e., stupid) and there is almost no research to support them. They will be NO help to you in the classroom. In fact, **they will confuse you and take time away from designing CLEAR instruction that is to the POINT.**

There you are standing in front of your kids. Your objective is to teach them the **strategy for decoding words**—sounding out words and then saying them fast. If kids don't learn to decode words accurately and quickly, they won't be able to read connected text accurately and quickly, and therefore

they will not comprehend what they read, and therefore they will spend their lives being ignorant. **How will "learning style," "child centered," "holistic," "authentic," and "Piaget said..." help you now?** They won't. Not one bit. So, drop it. Delete it from your memory. Forget it.

Teaching is a Technical Game. A Logical Game.

Your job is to demonstrate clearly the strategy for decoding words (showing students exactly HOW), using a range of examples of words that they'll soon have to read.

"Boys and girls, I'll show you how to read this word (point to 'slip') the slow way.

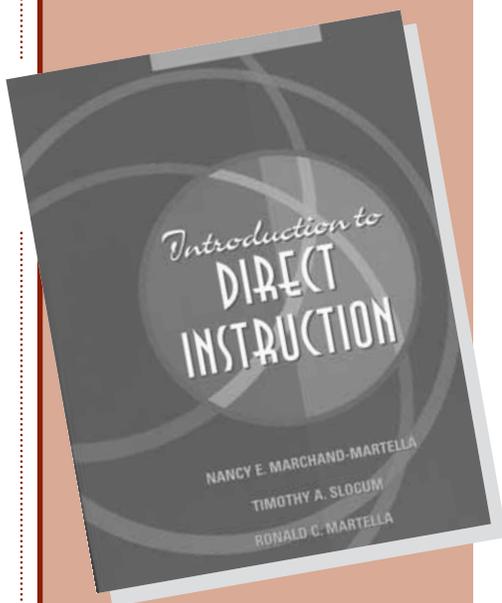
"When I touch under a letter I will say the sound.

"Get ready.

"Here I go.

"Sssllliip.

"Watch again.



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“Sssllliip.

“Do it with me.”

“Sssllliip.”

“Your turn.”

“Sssllliip.”

Excellent for reading that word the slow way.

Were Piaget, Dewey, and Vygotsky a whole lot of help there?

In other words, if you present information in a logically clear way, you don't need much else.

Be Skeptical. In Fact, Have an “Attitude.” Ask Hard Questions.

After all, you're paying for this education.

“Scuse me, Professor Waffle, but what exactly does ‘authentic’ mean?”

“Scuse me, Professor Kakos, but can you identify a series of replicated controlled experiments showing that students learn more, faster, and with greater enjoyment when teachers use what you call ‘child-centered practices’?”

“Uh, Professor Spudnuts, what experiment tests so-called developmentally appropriate practices against so-called developmentally inappropriate practices?”

Most education professors will turn red when you ask these questions. They won't have good answers. They'll just repeat themselves.

“Uh...uh...uhhhh. Best practices are practices that are best, are child centered.” [Gee, that's REAL helpful.]

Or, “Oh, yes. Lots of research. Lots. A whole lot.” [Oh, good.]

If that's how your physician answered questions, would you stay or would you run?

Education is a Moral Enterprise.

We do NOT have the right or the public mandate to experiment with (other

people's) children or to play with “ideas” by using (or by teaching education students to use) untested methods and curricula. In any other field, using methods that have **not** been thoroughly field tested and shown to be reliably effective would be considered **malpractice and perhaps criminal**. Corporations spend more time and money testing shampoos that will give you “lustrous and vibrant hair” (and not make you bald) than education professors spend on entire programs for teaching reading or math to

Remember: It's YOU in front of your kids! Your professors are back in their offices. If your kids don't learn to read or do math, even though you did what your education professors told you, it will be YOU that's considered responsible.

millions of children. Yet, they will tell you—with great confidence—to use these methods. In fact, if you challenge them, it may jeopardize your standing in the education school. You see, education students are supposed to have “professional dispositions.” One of them is willingness to swallow bilge and not ask hard questions.

Remember: It's YOU in front of your kids! Your professors are back in their offices. If your kids don't learn to read or do math, even though you did what your education professors told you, it will be YOU that's considered responsible. No one will be going after them.

The arrow of accountability —> You.

“Me?”

Yes, you!

As in medicine, architecture, structural engineering, and food science, **the**

only morally acceptable guide to action is research. Not personal opinion. Not personal preference or style. Not “philosophy.” And certainly not what a lot of other people [who just might be pushing flimflam] say is right.

Has a new curriculum been field tested with thousands of kids before it is sold? [If not, run!]

What does the preponderance of scientific research—experimental research (with control groups, longitudinal, quantitative data)—say about a method, an assessment instrument, or a curriculum? If you can't find a ton of serious research on it, then RUN!

Don't be Sucked in by Qualitative Research (E.g., Case Studies of One Classroom, Interviews With Teachers or Students, Field Notes).

This kind of information is too subjective and unreliable. For example, there is NO experimental research showing that teachers make better decisions about how to improve instruction when teachers assess kids' portfolios, than when teachers use standardized tests to see what kids have learned. So how come education professors want you to use portfolio assessment? Would you give your own children medication that had not been tested scientifically? Would you use medication that is supported only by portfolios?

“I used Dr. Bingbong's Herbal Rejuvenator. Now I have LOTS of energy. Of course all my teeth fell out and I can't hear. Hello? Hello?”

We Are Not Social Revolutionaries or Even Social Reformers.

No one asked us to do anything but teach. We will not produce greater equity in the life chances of disadvantaged minorities by having ed students mouth platitudes about diversity or student-centered instruction. We can only try to teach all kids well. So, when education professors try to enlist you in THEIR great cause (social justice, equality, stamping out racism, reforming American social institutions), ask yourself, “Who IS this per-

son? Where does THIS person get off thinking that changing society is HIS job? Would I even let this person baby-sit my little brother?"

Teaching Well is Not an Art. It is Not About Teachers' Creativity. It Is a Technical Game—Like Surgery, Architecture, Engineering, and Even Cooking.

Just as perfection in dance, music, archery, sky diving, martial arts, sports, and creative writing are FIRST technical. There is a way (a routine—a set of steps governed by rules) that produces good results (balance, speed, strength, grace, hitting the target—i.e., accomplishing the objectives). **Your job is to learn those ways.** The time for creativity is thinking how to expand or enhance instruction. Once you have

taught students figures of speech, symbolism, rhyme, and meter, how might they APPLY this? Now be creative.

We know enough about the technology (how to) for teaching reading, writing, spelling, math, foreign languages, history, logic, science, and many other subjects, so that **instruction can be relatively straightforward and routine for most students**, and can even be in commercial curricula. Creativity is reserved for nonroutine situations and problems. So, don't be a sucker. Use commercial, tested programs to teach the core skills in the major subjects. Or, you can spend hours every day and all weekend preparing lessons!

Here are your **real** friends:

- SRA McGraw-Hill
- Sopris West
- Curriculum Associates
- Core Knowledge
- Saxon
- Singapore Math
- Web sites used by homeschoolers. They have done the research on good programs for you.
- *Teach Your Child to Read in 100 Easy Lessons*, at www.startreading.com. You can teach almost any kid to read using this book—for 20 dollars.
- *Designing Effective Mathematics Instruction*, by Marcy Stein. All the lessons are there. **ADL**

RANDI SAULTER and DON CRAWFORD

The Teacher/Student Game

We all know that in the learning process we engage in certain behaviors because those behaviors have been reinforced. Something nice has occurred when we have behaved in a certain way. Other behaviors are not engaged in because those behaviors have been punished—something unpleasant has occurred, or quite often nothing has happened at all. By considering which behaviors lead to pleasant consequences and which behaviors lead to unpleasant or neutral consequences, every human is constantly learning.

Recently there have been those who have attempted to advance the idea that teachers shouldn't use methods of reinforcement or punishment to manipulate student behavior. This opinion indicates an inadequate understanding of the principles of behavior. Every interaction that we have involves reinforcement or punishment, whether the process is overt enough for us to be aware of or not.

It is clear that reinforcement has several advantages over punishment/nagging:

- Reinforcement can be used to teach a new skill and to encourage its use. Punishment procedures teach students what behaviors to avoid, not what to do.
- Reinforcement procedures can teach the student to behave even when the teacher is not in the room because at some point the new behavior acquires its own reinforcing qualities. Punishment only works if the teacher is around to enforce the consequences.
- Reinforcement used effectively makes long-lasting changes in student behavior. Punishment doesn't.
- Reinforcement procedures bring about positive feelings. Punishment procedures will never lead to positive feelings.

It has been clear for a long time that a 3:1 positive to negative interaction ratio is necessary for long-term success in the classroom. Teachers must overtly recognize appropriate behaviors at least three times more frequently than they recognize or attend to behaviors they don't want. If teachers' interactions with their students are less frequently positive than 3 to 1 then students will not be focused on appropriate behavior. Less frequently positive than that and students will not think they are being good and therefore won't be motivated to continue being good. Less frequently positive than that and teachers will be primarily attending to, and thereby reinforcing, inappropriate behavior.

It has also been clear for a long time that one of the best ways to be certain that the ratio is in place is by use of the Teacher/Student Game, aka the Teacher/Kid Game or the Me/You Game. While this "game" has been around for a long time, it appears to the authors that its fundamental usefulness as a student motivation and management tool is often overlooked. This game has several important bene-

fits, especially for teachers who need to improve the effort, motivation, and behavior of their students.

First, the Teacher/Student Game allows the teacher to have a visual record of the amount of reinforcement and recognition being given—so the teacher can see when he/she needs to increase it. Second, it allows the teacher to provide an immediate consequence for inappropriate behavior, but a very mild consequence, and one that can be delivered in a friendly, upbeat kind of way. Third, it allows the teacher to provide social reinforcement for specific behaviors—but provide it to the group, thereby improving group solidarity. Fourth, it allows the teacher to keep track of the ongoing ratio of interactions during the lesson. If the teacher sees that interactions regarding inappropriate behaviors are increasing, he/she will have to diligently increase the frequency of “catching them being good.” Fifth, because of the social nature of the game, it is not always necessary to “pay off” with tangible reinforcers.

OK. So how does one set up this amazing behavior-monitoring-and-improving game? To set up the game prior to class starting, the adult draws a “score board” somewhere (anywhere! paper, white board, blackboard, etc.) so that it is both visible to the students and easily accessible so the teacher can award points to the class or him/herself as frequently as needed.

Teacher (Me)	Students (You)

At the very beginning of the lesson, during the lesson introduction, the teacher tells the students that they will be playing the Teacher/Student Game and goes over the expectations as part of explaining how the game will work. At the beginning of the school year, this is the time when the rules/expectations for the particular setting (small group instruction, whole

class instruction, etc.) are taught to mastery. As the year goes on, the expectations for the setting are mentioned as a “reminder.” The initial set-up with the kids could go something like this:

“We’re going to play a game, me against you. I think I can win because I’m really smart and I win this game A LOT! Here is how it works: You get points for getting things right, and for following the rules, which are (Replace with your expectations here) everyone answering the first time on signal, everyone keeping their eyes on the lesson, and everyone waiting their turn to talk. But I get points whenever someone forgets the rules or makes a mistake. I bet I’m going to win. I’m really good at this game!”

Right away, as you are naming your expectations, the children will straighten up and pay careful attention.

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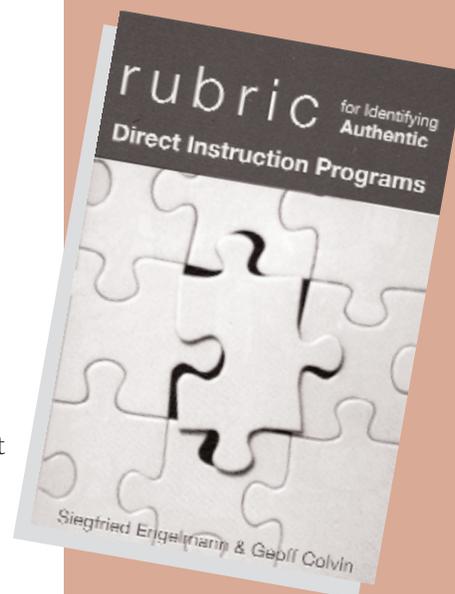
Rubric for Identifying Authentic Direct Instruction Programs

Siegfried Engelmann & Geoff Colvin

The purpose of this document is to articulate and illustrate most of the major principles or axioms that are followed in the development of Direct Instruction programs. This information is useful for the following reasons:

1. It permits a critic to look at material and judge whether it is true Direct Instruction or some form of imitation that does not adhere to the full set of axioms that characterize true DI.
2. It shows the level of detail associated with what students are told, how they are tested, what kind of practice is provided, and how the material is reviewed and expanded from one lesson to the next.

Direct Instruction programs have an impressive track record for producing significant gains in student achievement for all children. This book provides the reader with an understanding of the critical details involved in developing these effective and efficient programs. — Doug Carine, Ph.D., Professor, University of Oregon



Cost:
\$15.00 list
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To order, see page 34.

Immediately give their team a point, dispiritedly, saying something like:

“Oh, gosh! You guys have your eyes on me so well I have to give you a point. You’re already ahead! But I know you’re going to forget the rules and then I’ll win!”

Of course, the children immediately begin enjoying their lead in the game and begin feeling proud of their accomplishment. And if you are disappointed and ham it up a bit, the children begin to have fun, while they try even harder to beat you.

As soon as the lesson starts, give the students points for meeting all of your expectations—before they have a chance to forget. Give them points for answering correctly, keeping their eyes on the lesson, etc., and tell them what it is that they did to earn the points.

“Oh, my! I’m going to have to give you another point because everyone answered on signal. Darn! You’re ahead, but I’m going to catch up soon!”

Give yourself a point energetically, obnoxiously, and gleefully whenever even one child needs a question repeated, doesn’t have his/her eyes on the book, interrupts you, talks to a neighbor, etc. When you give yourself

the point (Keep the score board VERY public!) tell the group:

“Yea! I get a point because someone talked out [or whatever the misdeed is]. I knew I was going to win!”

Be obnoxiously cheerful about getting a point. Make sure that you are so annoying that they really want to beat you! If you do this right, they will hate letting you have even one point and so will be motivated to monitor their own behavior closely and follow the rules carefully.

We have seen many teachers who were reluctant to give themselves points and who would ignore minor misbehaviors. We assume this was because they were afraid to discourage the children or they wanted the children to have more points and be enthused. However, this is exactly the wrong way to play the game. Instead, the teacher should catch EVERY infraction and take EVERY point possible. This will enforce high standards and make the children adhere to excellent behavior. To keep the children encouraged and enthused you must be even more vigilant to “catch ’em being good”!

Remind yourself that you want to increase the positive behaviors, so you have to notice them and give points for them. Catch the group being good at

least three times as often as you have to give yourself a point. Focus hard to catch students answering correctly, demonstrating attending behavior, tracking in their books, looking at the Teacher Presentation Book, answering on signal, etc. Comments must be brief, exciting, and clearly identify both the behavior and the student.

The rule is to keep the ratio of positives up—at least three times more responses to good behavior than infractions you catch. Catch every infraction, but then catch three times more instances of students doing the right thing. The less mature the group, the more frequently you are going to have to reinforce correct behavior—until they get into the groove. A teacher working to bring a primary age group under control might need to find 50 or 60 instances of students doing the right thing, and give them positive comments in a 30-minute period. This is hard work, but it pays off, because student behavior will improve to the point that lessons will go smoothly.

Remember, you must “ham it up” and act discouraged when you give the group points and they continue to beat you. You’re always going to lose the game—but you will be winning in your classroom. *ADI*

Guilford County, NC, Schools Reach Exceptional Children Through Direct Instruction

Direct Instruction is helping an autistic student in Greensboro, NC, learn to read and better communicate with his parents.

Brooke Porter Juneau’s son, Riley, attends first grade at Brooks Global Studies Extended-Year Magnet School

within the Guilford County Schools. Severe speech apraxia, compounded by autism, made verbal expression a challenge for him. Juneau explained that educational publisher SRA/McGraw-Hill’s Direct Instruction program, *Reading Mastery*, has give Riley another way to communicate.

“This curriculum has opened the door for Riley to read and write,” Juneau said. “Using a keyboard appears to be the first truly comfortable way he has found to express himself. Reading the words Riley types with his keyboard tells us so much more than hearing them ever could.

“Through the gift of his literacy, we have been able to learn so much about him—like just how bright he really is.”

An Educational Transformation

This transformation is truly exceptional. When Riley was first diagnosed

with a rare condition affecting his eye movements, autism, and speech apraxia, Juneau and her husband worried how he would get by in school.

“I remember how torn we felt when the time neared to decide on Riley’s kindergarten placement,” Juneau explained. “Would he be able to follow the curriculum? How would he handle the structure? Would he be overwhelmed? Never in a million years did we imagine that, within weeks of beginning kindergarten and his SRA *Reading Mastery* program, Riley would be writing his name perfectly, sounding out beginner books, and asking us how to spell everything. Not only was he getting it, he was loving it,” she said.

“Riley’s reading development ushered in a confidence we had never before seen in him,” Juneau added. “Almost two years later, Riley is a thriving first-grader who is right on par with the other kids in his inclusive classroom. With its structure, clarity, and flexible pacing, the *Reading Mastery* program has been an ideal match for Riley’s learning style.”

“*Reading Mastery* has done more than just help our son become a confident and enthusiastic reader. It has enabled Riley to spend most of his school day in an inclusive regular education classroom, among his peers who love and embrace him,” Juneau said.

Program-wide Success

SRA *Reading Mastery* is just one of SRA’s Direct Instruction programs used by the district’s Exceptional Children department, lead by Betty Anne Chandler. Chandler praises Adina Mandikos and Rona Jacobs, program administrators for Exceptional Children Instructional Support, for leading the way in using Direct Instruction programs in the special education classrooms.

Deborah Blackwell, a resource teacher at Gillespie Park Elementary School, uses the SRA Direct Instruction program *Corrective Reading*.

“I cannot speak highly enough of SRA’s *Corrective Reading*,” Blackwell said. “After two months, we had teachers saying they not only see progress in reading, but also in writing. Students

themselves are praising their new ability to read.”

The special education students have always enjoyed the resource program, Blackwell added, but now students are running to get to class.

“We can’t find the words to express our gratitude,” she continued. “Out of my 17 years teaching, I have not found another program for reading that can make such a difference.”

About Guilford County Schools

Guilford County Schools is the third largest school district in North Carolina and serves more than 68,800 students at 112 schools. With approximately 9,600 employees, the district’s mission is to graduate responsible citizens prepared to succeed in higher education or the career of their choice. Guilford County Schools is a national leader in providing specialized schools and instructional programs designed to meet the educational needs of a culturally diverse citizenship. For more information, visit the district’s Web site at www.gcsnc.com. 

LYNNE V. CHENEY

Effective Education Squelched

After principal Eric Mahmoud introduced a new curriculum at Harvest Preparatory, a Minneapolis elementary school that serves many children from poor families, test scores shot up. Kindergartners, whose reading results had been at about the national average, were now in the 89th percentile.

The new curriculum that proved so effective at Harvest Prep was actually a venerable program with a remarkable record of success. It is called Direct Instruction, and if you haven’t heard about it, the reason may be that the nation’s education schools don’t want you to. In their view, Direct Instruction is pedagogically incorrect. Direct

Instruction teachers, operating from detailed scripts, tell kids what they need to know, rather than letting them discover it for themselves, as ed schools advise. Direct Instruction teachers drill students on lessons (a method education professors sneeringly call “drill and kill”). They reward right answers and immediately correct wrong ones, flying in the face of ed-school dogma downplaying the importance of accuracy.

How well Direct Instruction works first became evident in 1977, when the results of Project Follow Through, a huge educational experiment undertaken by the federal government, were

made public. Kindergartners through third-graders who were taught by Direct Instruction scored higher in reading and math than children in any other instructional model. The Direct Instruction children not only proved superior at academics, but also scored higher on “affective” measures like self-esteem than did children in most other programs—several of which were specifically directed toward making children feel good about themselves.

The acolytes of John Dewey and Jean Piaget immediately went on the attack.

Lynne V. Cheney is a fellow at the American Enterprise Institute. This commentary was first published May 12, 1999, and reprinted from *The Wall Street Journal*. ©1999 Dow Jones & Company. All rights reserved.

Spurred on by the Ford Foundation, one group declared in the Harvard Educational Review that it simply wasn't fair to judge a program according to how well it taught children to read and calculate. After all, the program might have other goals, such as developing "a repertoire of abilities for building a broad and varied experiential base." An education professor from the University of Illinois weighed in with an essay condemning the Follow Through evaluation as too scientific. "Teachers do not heed the statistical findings of experiments when deciding how best to educate children," he wrote, nor should they be influenced by what "the rationality of science has to say about a given educational approach."

The attacks were effective. Instead of highlighting Direct Instruction's success, the Office of Education (predecessor of the Department of Education) disseminated data on other models as well, including some that had resulted in students having lower scores than control groups. At the University of Oregon, the only education school willing to give Direct Instruction a home, the developer of the pro-

gram, Siegfried Engelmann, and his colleagues continued to refine their approach and gather evidence of how well it worked. But in 1998, there were only 150 Direct Instruction schools in the U.S.

A major hindrance has been that colleges of education do not teach future teachers and administrators about Direct Instruction; they have learned about it through happenstance. Thaddeus Lott, the principal of Wesley Elementary School in Houston, was searching for a program for the kids at his school, located in one of the city's poorest neighborhoods, when he chanced upon a book by Mr. Engelmann. Mr. Lott instituted Direct Instruction at Wesley, and for more than two decades his students have been distinguishing themselves, producing test scores that put Wesley in the top ranks. Mr. Mahmoud happened to hear of Mr. Lott's success at Wesley—to the benefit of hundreds of Minneapolis children.

And still the ed schools continue their not-so-benign neglect. In recently reviewing dozens of textbooks used to

teach future teachers, I found exactly one mention of Direct Instruction, a reference a few sentences long that described it as "prescriptive." A teacher at Mr. Lott's school, Brandi Scott, a recent graduate of the University of Houston, told me that her request to practice-teach at Wesley was initially refused by the college of education. Only after her father, a prominent Houston attorney, got involved was a plan worked out that let her do half her practice teaching at the school.

A recent report by the American Institutes for Research offers hope to those who think that ed-school silence on Direct Instruction should end. The report found that Direct Instruction was one of only two educational approaches with strong evidence of positive effect, a conclusion hard to ignore. Equally important, one of the report's sponsors was the National Education Association. If an organization as notoriously intransigent as the NEA can help bring recognition to Direct Instruction, perhaps at long last there is the possibility of persuading ed schools to give it the attention it deserves. **ADI**

MICHAEL HERBERT, Program Specialist, Utah Personnel Development Center

Academic Failure: Dysteachia, or Curriculum Casualty?

My first exposure to Direct Instruction was during a required "reading" class (from another department) for special education certification in graduate school. Students were required to examine and report on different reading curricula, and I was assigned to review SRA reading materials. We were given a rubric to aid in our work, a series of questions like: program name, publisher name, and contact information, brief description of curriculum, who/what population(s)/grades was the curriculum recommended for, cost of materi-

als, durability of materials, and program advantages and disadvantages.

This was easy. I completed this assignment with little difficulty by obtaining an SRA catalog and filling in the blanks in the assignment rubric. I recall listing advantages such as cost, durability of materials, comprehensive teacher and student materials, and high engagement of students. For disadvantages, I asked experienced teachers and university faculty for input. Teachers commented that they were somewhat familiar with the SRA materials, but felt that the program was

"too scripted," and that they felt "stifled" or "constrained" and "bored" in keeping to such a rigid script. One of my faculty mentors told me that Direct Instruction might help struggling readers to learn in their first weeks of remediation, but that the learning curves of students using DI fell off sharply after the initial positive period. Neither the students nor the professor challenged my report or inquired in any way about the effectiveness of the curriculum or instructional approach. Research regarding program effectiveness was never men-

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tioned. So much for my graduate level, scientifically evidenced, pre-service training in how to teach reading.

My next exposure to DI was a short time later, in my first year of teaching while completing certification courses. I inherited very little in the way of reading curriculum; actually only those ancient materials that the previous special education teacher never used and left in the classroom. I immediately realized that I needed curriculum help and was invited to help myself to what was available from the district storeroom. What I found, and what I took, was SRA reading and math materials. There was a lot to choose from, as it was explained to me that “these used to be popular, but many teachers do not use them anymore.” Although I had the curriculum, I lacked the research base, the WHY of Direct Instruction, and no training for teaching or using it was available. I recall using the SRA materials, but I am sure not in the systematic, explicit way that they were designed. So much for on-the-job training in how to teach reading and math.

It has been said that we regret more of what we did not do, and less of what we did. From what I now know, I regret not asking for more direct help that first year, and for not expecting more from myself and from students. My self-critique for my first year of teaching: diagnosis= dysteachia. I did not know what I did not know. What I needed to know, and what would have made more of a difference in outcomes for students, was the bigger picture and the research on WHAT WORKS.

The Search for Best Practice, Round One

In 1967, the federal government commissioned the largest and most scientific study of instructional methodology ever. The purpose was to identify instructional programs that would significantly reduce the discrepancy between high and low performing students, and help break the cycle of poverty prevalent in students from families living in poverty. Project Fol-

low Through (PFT) followed 700,000 students in 170 socioeconomically disadvantaged communities for nearly 18 years, and cost \$1 billion. In the first 10 years, PFT worked with 180 different and diverse school sites with rich and poor, urban and rural, English proficient students and English Language Learners.

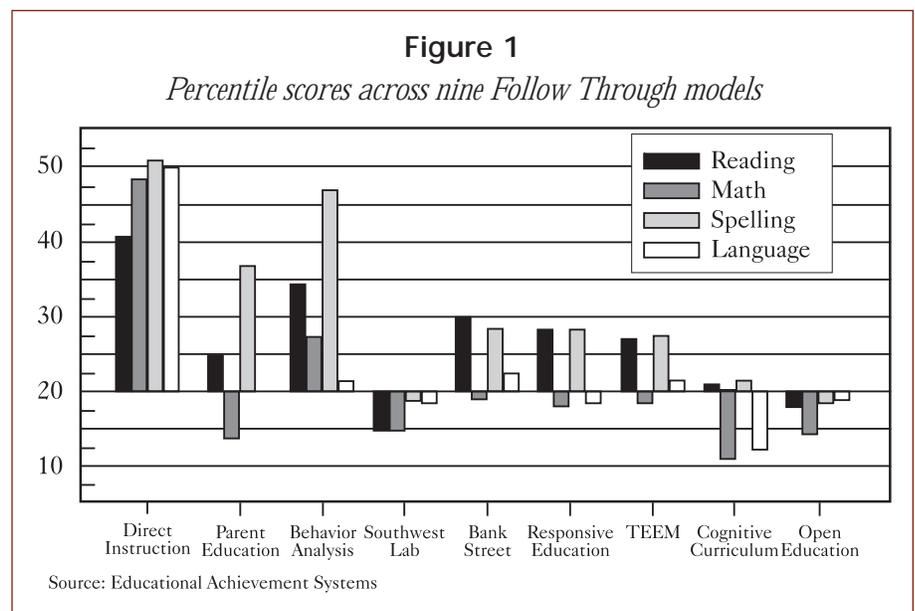
The reading portion of PFT involved 15,000 students and examined three education methods within three major categories: 1) Basic Skills, 2) Cognitive/Conceptual, and 3) Affective. Option 1: Basic Skills emphasized Behavior Reinforcement, Direct Instruction, and Language Development. Option 2 emphasized Cognitively-Oriented Curriculum, Parent Education, and Self-Directed Literature. The Affective Skills Model, Option 3, advocated for the Learning Center Approach, Open Education, and Self-Esteem Building. Two independent organizations analyzed the results. Each of the models was compared to its local control group and to the combined control groups of the three models. Figure 1 illustrates the results of Project Follow Through. One of the Project Follow Through reviewers commenting on the results stated:

Educational reformers search for programs that produce superior outcomes with at-risk children, that are replicable and can there-

fore be implemented reliably in given settings, and that can be used as a basis for a whole school implementation that involves all students in a single program sequence, and that result in students feeling good about themselves. The Follow Through data confirms that Direct Instruction has these features. The program works across various sites and types of children (urban blacks, rural populations, and non-English speaking students). It produces positive achievement benefits in all subject areas—reading, language, math, and spelling. It produces superior results for basic skills and for higher-order cognitive skills in reading and math. It produces the strongest positive self-esteem of the Follow Through programs.

Best Practice or Malpractice?

As you examine Figure 2, imagine for a moment that the figure represents the results of a longitudinal study of medical interventions for the treatment of cancer. Imagine that the instructional models listed on the left axis of the figure represent medical treatments, such as chemotherapy, radiation, surgery, etc. Some interventions evidence strong positive results, some neutral, and some evidence negative results. If considering which intervention to pur-



sue for a loved one, which might you consider? If your personal physician advocated for one of the treatments near the bottom (negative treatment), would you proceed blindly or pursue a second opinion? What role might research play in your decision? Is the educational well being of a loved one, a son or daughter, any less important to a parent than physical health?

Best Practice, Round Two

In 1999, the American Institutes for Research (co-sponsor of the What Works Clearinghouse) published the results of a comprehensive study that compared 25 curricula often associated with comprehensive school reform efforts. The National Education Association (NEA) and the American Association of School Administrators (AASA) commissioned this study jointly. Results were based on review of studies, articles, books, and material published regarding each approach. Part of the official guide and review of the findings offered the following:

This guide is about separating real solutions—or at least programs with a track record for improving student achievement—from solutions that might work. Only three of the approaches examined—1) Direct Instruction, 2) High Schools That Work, and 3) Success for All—provide strong evidence that they positively impact student achievement. For many of the approaches, surprisingly, there's little evidence one way or another on whether they help students achieve. Others haven't done so even though they've been used by schools for years.

Best Practice, Round Three

What Works In Schools: Translating Research Into Action (Marzano, 2003) examined and published an extensive meta-analysis of educational research studies published in the past 35 years. Marzano's analyses confirmed findings of the two research studies mentioned. For example, it found little correlation between

achievement potential and low socioeconomic status. It correlated data and reported scientifically researched conclusions in three areas: 1) school level factors, 2) student level factors, and 3) teacher level related factors. All were significant, but of the three, teacher related factors had the single, greatest impact on student achievement. In plain language, it found that **TEACHERS MATTER MOST!** Most effective teachers were characterized by Marzano as being very proficient in: 1) instructional strategies, 2) classroom management, and 3) classroom curriculum design. All other variables remaining constant, the cumulative effects over three years between students with least effective versus most effective teachers is as follows:

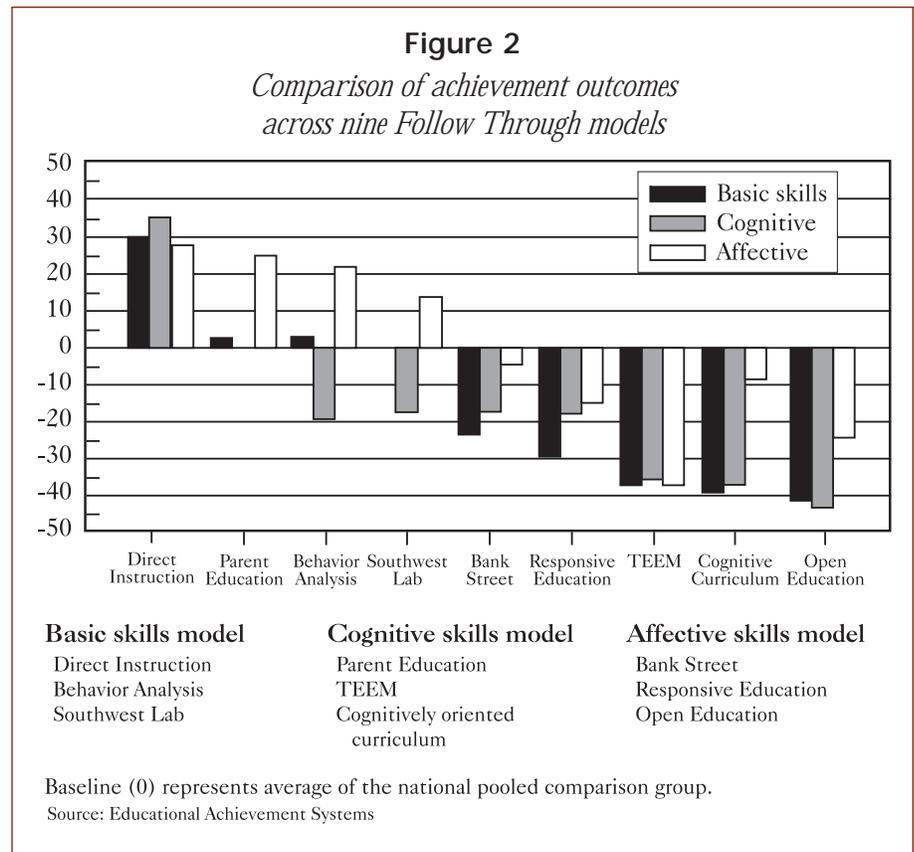
- Average school, average student, least effective teacher = 29% gain over three years.
- Average school, average student, most effective teacher = 83% gain over three years.

Haycock (1998) commented that:

Differences of this magnitude—50 percentile points—are stunning. As all of us know only too well, they can represent the differences between a “remedial” label and placement in the “accelerated” or even “gifted” track. And the difference between entry into a selective college and a lifetime at McDonald's. (p.4)

For a moment, take off your educator hat and put on your parent hat. Which teacher would you want for YOUR child? When students fail, is it more likely due to curriculum casualty (poor curriculum), dysteachia, or a combination of both? Direct Instruction incorporates all significant research identified factors associated with high student achievement, and has the positive numbers from over 40 years to substantiate this claim.

If educators agree with anything, it is that improved educational outcomes enrich the lives of the students and families that we serve. The challenge for special education personnel is to



teach the hardest to teach, hardest to reach kids twice as much in half the time. For some reason, our field periodically attempts to reinvent what works in education based on intuition and models conceptualized by “experts.” We teachers complain that

we have little time to do all that we are asked (true enough), yet, perhaps, many of our practices within our control do not maximize teacher/student learning opportunities. Are we getting the most bang for our teaching buck, and if not, why? Why is it that many of

the same voices that loudly complain about low achievement test scores place even more emphasis (and funding) on even more testing and less on teacher training and effective practices? Is education incapable of learning from its own history? *ADI*

BOB DIXON, *Classical Learning*



Discriminating DI (As Conceived and Exemplified by Siegfried Engelmann) From ... Anything Else: A One-Page (More or Less) Guide

Siegfried Engelmann and Geoff Colvin recently completed a book that will help people discriminate between Direct Instruction (in the sense of those Engelmann programs that SRA publishes) and some other instructional approach. I read that book in its manuscript form and found it very entertaining, in addition to being informative.

While Engelmann and Colvin were doing that, a couple of real “quick and dirty” criteria for discriminating DI popped into my head. I wrote up those two criteria for fun, but when the *DI News* has a little extra space right before publication, out of desperation, they call me. [Editor’s note: He’s right. We did call out of desperation right before publication—because we hadn’t heard back from Bob since we had requested his “regular” column—weeks earlier!] I’m going to go ahead and fill a little space in this issue. I must say that I got the entire original on one page ... through trickery—single-spaced, tiny font, and a few fewer optional adverbs than I’m used to using.

I’d tell you the name of Zig and Geoff’s book, and how to get a copy, except that I can’t remember what it’s called nor how to get a copy. I’ll trust the editors to provide that informa-

tion. [Editor’s note: It’s called *Rubric for Identifying Authentic Direct Instruction Programs* and you can get it directly from ADI.] Read that book. If you’re short on time, you might try this article, but eventually, read the book.

Here we go:

Two tests discriminate DI from all other instructional programs: (a) the surface test, and (b) the deep test.

The Surface Test. You can teach a DI program. That is, you can do what is specified, without changing anything, and most of the students will produce the predicted response, correctly, most of the time. This applies to any form of delivery (computer-based, scripted, or whatever else) but is most valuable for discrimination between scripted DI programs and other scripted or otherwise highly structured programs. You can be the teacher and can read the script, word-for-word, to a student—any person who can “play” the role of a learner who doesn’t know the material being taught—with no changes whatsoever. Students can and will respond correctly, as specified, most of the time. The fact is that with a scripted program that isn’t DI, you can’t do this.

You will always have to change wording. Students will frequently be unable to produce the responses indicated. You will find that if you “signal” where indicated, students won’t have enough thinking time. Often, “get ready” will appear obviously but spuriously. Some questions should be statements asking the students to “tell” the teacher something, and some statements telling students to do something should be questions. Some student responses are absolutely impossible for two or more students to produce. Some are impossible for a single student to produce.

Whoever has developed such scripts knows virtually nothing about one of the most salient characteristics of DI—the easiest feature to imitate. If a program fails the surface test, do not go to the next test. I estimate that between 90 and 95% of all imitators will fail this test.

The Deep Test. An analysis of “samenesses” precedes any actual lesson (track) development of a DI program. The analysis is the key—the most critical stage—in the development of DI. Without it, there is no DI. “Samenesses” (and differences) are the basis upon which students will learn *efficiently*. (Any idiot should be able to teach anything effectively, with M&M’s or a baseball bat or money or any system of reinforcement and/or punishment, with enough time.) In DI, mastery is a given; but the efficiency of the instruction is a major discriminator between authentic DI programs and imitations.

Because no traditional programs were ever developed as the product of

sameness analysis, the chances of seeing anything traditional in a genuine DI program are very small. Instead you will discover a unique way to understand the content. In a DI program, you will not see fractions taught in a way similar to any traditional approach to teaching fractions. The strategy for identifying main ideas will be substantially—even radically—different from anything traditional you might find. You will not find traditional explanations or definitions of language, grammar, and usage terms. You will not find populist “elements” of an extremely complex “process.” You will not find statements that are not true, as is common in traditional instructional materials. For example, a DI program won’t tell you that “-tion” is a suffix. A DI program won’t tell you that a fraction is a small part of something. A DI program won’t tell you that “right” is

an adjective, or that it is a noun. A DI program won’t give circular definitions.

A DI program *will* probably tell you something you didn’t know before, no matter how well educated you are. A DI program could actually teach *you* something about the content. You will wish someone had used the strategy from the DI program with you when you were in school. A DI program will demonstrate substance for popular notions that otherwise tend to be sound waves in the air, void of referents. In a DI program, a “strategy” is actually *some real thing* that exemplifies what people think a strategy should be, but rarely is. In a DI program, you yourself might discover startling interrelationships among components of a content area that you had previously believed to have only tertiary relationships or none at all. In a DI program,

you will discover that many components of a content area that are traditionally thought of as being related are, in fact, not.

An imitator might attempt to incorporate a genuine DI strategy into an imitation program. Imitators *should* try that. Such an imitator, however—having not participated in the analysis that led to the strategy in the first place—will have a difficult time organizing the full range of details implied by the analysis in a way that results in *efficiency*.

While this discrimination tool is by no means *exhaustive*, I think it might be *adequate* for discriminating a genuine DI program from any other instructional program, at least as a stopgap measure before you read Engelmann and Colvin’s book. **ADI**

SIEGFRIED ENGELMANN, National Institute for Direct Instruction

Advocacy for Children

Prologue

I wrote this vitriolic condemnation of the educational system in 1982 in response to what I considered the rape of children by the schools. I still agree with 90 percent of what I wrote. In the paper I state that the business community may be the only hope for the system. I currently believe that the business community may be as screwed up as the educational community and can’t be relied on for much more than do-gooder deeds that lead to poignant photojournalism and self-serving PR. I also don’t totally agree with what I wrote about tenure. This change is based on some of the dirty pool that employers have played in firing people who have benefits so they can hire folks who don’t have benefits.

The bottom line, however, is still the same. I have personally worked with over 200 schools that have achieved excellent performance, far above the

mean of schools with comparable demography. NOT ONE WAS ABLE TO MAINTAIN THIS LEVEL OF PERFORMANCE. A new superintendent, or a new state framework, or a new epiphany about how students learn have ravaged these programs so that after a few years, the school population returns to the pre-intervention rate of failure, and nobody, including the business community, says one word. The process is like those magic drawing boards that whisk away what had been drawn and keep no record of the earlier inscription.

Watkins (1988) wrote an article that impugns an even larger group of participants in education. Her version is more thoughtful than mine, but I found mine to be curiously timely today.

Ten years after I wrote this article I wrote a book that goes into much greater detail about the abuses of the

system: *War Against the Schools’ Academic Child Abuse*.

Advocacy for Children

The problem with the current educational system is that it has no advocacy for the children. In fact, it is a very strong non-advocacy system, which is supported by all major components of the system—the law, colleges of education, local school districts, educational publishers, federal and state grant supports, and teacher unions.

Although it is not possible to detail all the ways in which these various components contribute to the overwhelming incompetence of the system, I’ll try to provide a brief summary of the major problems with each component.

The law: Basically, the laws associated with teaching and student performance are two-faced. In one sense, the laws were instituted to protect the

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students and thereby protect the state's interest in a valuable resource. The other face of the law denies that teachers have any sort of professional skills that are not possessed by the person on the street, asserts that teachers have only "responsibilities," protects schools or teachers from liability, and refuses to recognize rights of students to receive a quality education. Although special education children are modestly protected by laws, the appropriateness of programs is not determined by anything approaching tight standards.

Through laws, states have established a variety of bureaucracies, such as state textbook commissions. These agencies function in a uniformly incompetent manner. Although designed to improve instruction the students receive, the commissions are highly conservative and act as impediments to change.

In summary, there is no help from the law, no hope of malpractice suits (because these suits imply that teachers have professional skills, which the law denies), and no hope of support from state boards of education or state agencies because these agencies are not accountable for achieving their stated mission.

Colleges of education: The product of nearly all colleges of education is a hopelessly ill-trained person with very few technical skills. Although the basic requirement of teachers in most districts is to "appropriately adapt instruction to the individual needs of the children," the graduates know little about corrections, firming, cumulative reviews, and procedures for teaching new discriminations and operations. Colleges are typically based on the "lecture model," with instructors who know very little about the technical side of instruction.

Anyone who has worked much in colleges knows that there is very little hope of achieving a "cooperative" effort from the faculty—the kind of effort necessary to introduce a good training program—because faculty

members do pretty much what they want to do. They are not supervised, coordinated, or ordered to teach a certain way. The college, in other words, is the quintessence of *laissez faire*, operating on the assumption that if the faculty is permitted to be diverse and do their own thing, a reasonable product will emerge. Empirical data suggests that no such evolution has occurred, and the colleges remain as tributes to incompetence.

Perhaps the greatest single cause of incompetence on the college level is

The greatest shortcoming of the districts is their failure to recognize that they must be responsible for the training and monitoring of teachers.

the tenure system, which was originally instituted to protect academic freedom of faculty members, but which effectively reinforces faculty for being lazy. The business of training teachers is extremely demanding, in time and in skill. The colleges are not prepared to wrestle with the practical problems of training and therefore serve teachers only by giving them slogans instead of skill.

Local school districts: Districts are the most obvious exception to the Peter Principle. In districts people are not elevated to higher positions because they have demonstrated excellence in lesser positions. They are elevated for political reasons. The districts, particularly the larger ones, are complete paradoxes. They have all the trappings of a technologically advanced system, and yet they have never addressed the most basic problems of teaching. Studies performed in the '60s by Westinghouse and others demonstrated that districts are not like other "businesses" in the sense that their goal is not to increase their

"output," the performance of the students. Instead, they address the visible aspects of schooling—busing, increasing the length of the school day, new formats for course selection, and so forth. Virtually any activity they address is one that requires no expertise (suggesting that the law is correct in assuming that teachers have no more skill than the man on the street).

The greatest shortcoming of the districts is their failure to recognize that they must be responsible for the training and monitoring of teachers. Nearly every school district suggests that any new teacher must be able to "adjust instruction so that it is appropriate for individual students." Yet, this ability is never tested, and the district has virtually no capacity to induce it in the teachers who can't do it (which would include the vast majority of teachers). We have analyzed the skill level of teachers in typical school districts, and the results are appalling. The teachers typically know very little about the instructional programs that they use, have a very vague understanding of students' skill level or ability to perform on the topics that are "taught," and teach in a way that is not well designed to transmit information to the average student. Despite their skill deficiencies, however, the teachers are not monitored or trained. Furthermore, the diagnostic procedures used by the schools are designed to protect the teachers. A district may have file cabinets full of records of students who failed because these students are assumed to have problems, such as "dyslexia." In contrast, there is usually not one folder on a child who failed, not because of a child problem, but because the teachers failed. The probability of such a distribution is very suspect.

In connection with this diagnostic philosophy, the district has a *laissez faire* attitude toward the teacher, who remains behind closed doors—an independent agent whose efforts are not carefully monitored or coordinated with the efforts of others. The result is exactly what we would

expect in any business that has no quality control in its production methods—lots of needlessly damaged merchandise in the form of children who are crippled by the system but who ultimately bear the responsibility for being “immature,” “perceptually handicapped,” “unmotivated,” “dyslexic,” or being the cause in some other way for their failure.

Educational publishers: Nearly all instructional material published by major publishers is not written by people who are experienced and effective teachers, is not actually “field tested,” and is not designed in a way that will make instruction manageable. Most of the material that appears in “reading” texts, for instance, is either written by in-house writers (who have often not taught or demonstrated teaching excellence) or by professional writers. The “try out” consists of putting the pre-publication material in school districts, and at the end of the year giving the students a battery of tests. The tests typically show that the program is no worse than other programs on the market. Note, however, that the goal of the tryout is not to find problems with the material and redo the program until it really works. Occasionally “gross” changes will be made, but in the end, the program is like a magic show. It does not contain specific correction procedures. It is not divided into daily lessons (to provide the teacher with objectives about what is to be taught). It doesn’t exhibit great coordination between the material the teacher covers and the independent exercises the students do. And it “introduces” topics without teaching them to mastery (which is why the programs cover the same material year after year). On the average, a given topic in elementary-grade reading programs such as main idea/cause and effect, will not appear until over 60 school days have elapsed since the last appearance of the topic. The writers of these programs apparently know nothing about information retention and work from a model of the human mind that is more than incredible.

Publishers of methods textbooks promulgate the party line of an arm-chair approach to instruction, rather than a scientific one. The teacher is presented as an omniscient assimilator of information and mediator of appropriate solutions; however, the texts avoid discussing the gritty detail that a teacher must deal with in teaching any topic.

In summary, the publishers provide no relief from the incompetence created by the law, the colleges of education, and the local school districts. Instead,

The crisis is already at a critical level. What is needed to create a productive response is a mobilized effort that points the finger at the law, the colleges, the districts, the educational publishers, the state and federal funding agencies, and the unions—in other words, at the entire system.

the publishers provide a compatible interface that tends to cement these components together.

Federal and state support: Grant support from either the federal government or the state is based on some variation of “review by peers,” which means that the traditionalists are the ultimate judges of what is funded. The funding hinges largely on political considerations, and the funds are usually a very poor expenditure of tax dollars in terms of knowledge or effective change. If we ask the question, “What important findings have resulted from funding?” we find that the return on the dollar is appallingly low. Projects funded by state funds are overwhelmingly poor with respect to results, and research funded by federal agencies overwhelmingly trivial. A survey of

projects funded reveals an ambitious array of objectives and a pandemic lack of skill by the investigators—particularly on issues of instruction.

Teacher unions: With hard economic times, the power of unions diminishes; however, teacher unions still remain as a strong impediment to effective change, not so much because of their stated goals but more because of their focus. They are designed as the watchdogs of teachers. But where are the watchdogs for the children? The unions are not balanced by student unions or some sort of advocacy system that considers what is happening to students.

Like school districts and colleges of education, the unions exploit the simple fact that the students are not able to express their problems. Teachers, on the other hand, are capable of eloquent rhetoric. Certainly, it would be possible for a district to make a solid agreement with a union that permitted the district to fire teachers and to maintain quality control. The effort, however, is beyond the level of involvement that a typical district would consider, simply because it involves a substantive issue that would require technical understanding and create avoidable waves.

The future?

Changes come about when there is a crisis—a real crisis. Until crises occur, we rape our natural resources, blindly consume plastics, and pursue creature comforts. We also continue to support an educational system that is next to worthless. Optimists suggest that changes will occur within the system and that the strategy for affecting change is through an evolutionary process, an infiltration and educational process. I have seen too many good projects disappear to believe that such a benign approach will work. The system is too self-supporting, too intertwined, too powerful to roll over because of mild internal irritations. It will respond only to loud voices and demands from a strong power base outside the system. The crisis is

already at a critical level. What is needed to create a productive response is a mobilized effort that points the finger at the law, the colleges, the districts, the educational publishers, the state and federal funding agencies, and the unions—in other words, at the entire system.

I think that the most hopeful candidate for this role is the business community. Businesses will be the recipients of our public educational system, and they are in the unenviable position of trying to be competitive with countries that have a far less negotiable view of what education should be. Many businesses have already observed how a poor educa-

tional system can change a city into a slum. I really don't know whether the business community is prepared to accept the role of child advocates, but without them I don't see any immediate hope for technologically sound instruction. Certainly computers and videodiscs will have a salutary effect on instruction, but radical changes in the structure of the system must occur if we are to save the children. Perhaps the most frustrating thought is that today—now—we could create incredibly smart children if we were permitted to deal with teachers and children directly, without the mediation of many agencies. The available funds are more than adequate to do

the job. But the plan would see the school district as the training agency until the colleges changed and became trainers of technicians. It would see coordinated schedules, objectives, and heavy training of supervisors (with only expert teachers being elevated to higher positions).

Without support, however, we will have to accept the rape of the schools as a horrible crime that has no punishment. *ADI*

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SARA TARVER, University of Wisconsin, Madison

A Review of Rubric for Identifying Authentic Direct Instruction Programs, by Siegfried Engelmann and Geoff Colvin

This is an important book. In *Rubric for Identifying Authentic Direct Instruction Programs*, Zig Engelmann and Geoff Colvin articulate and illustrate the major axioms that are followed in the development of Direct Instruction programs. They show the level of detail associated with true Direct Instruction (DI) in a way that consumers can understand and apply the information to discriminate true DI from inauthentic DI.

Although this discrimination is difficult, it is essential to the continuance of the kinds of DI implementations that have been phenomenally successful over the last half-century.

This book does not describe teacher presentation techniques such as signaling, pacing, teaching to mastery, etc. It does not address classroom management or schoolwide management of DI

implementations. It is focused on the analysis and organization of content and the design of tasks, task chains, exercises, and sequences of exercises (tracks) that communicate content clearly and efficiently. In other words, it describes what is done *before* a DI program is published and placed in the hands of teachers. The creation of these programs is much more complicated and detailed than naïve educators could ever imagine. Those who see the complexity know how ridiculous it is to think that teachers should “construct their own curricula.” As long as we have experts to develop true DI programs, teachers need not attempt to recreate them. However, teachers and other practitioners do need to understand the axioms of DI program development at a level that will enable them to identify imitations that fall short of true DI. This book will enable them to do that.

In Section 2, the authors present DI axioms as detailed rubrics that cover seven different categories of analysis: presentation of information, tasks, task chains, exercises, sequences (tracks), lessons, and organization of content. The 66 axioms specify the criteria that programs must meet to qualify as true DI. Readers will need to study this section carefully before proceeding to Sections 3, 4, and 5 in which the axioms are applied to show critical distinctions between true DI and inauthentic DI.

As explained by Zig and Geoff, some inauthentic DI programs look much like true DI programs. They are scripted, signals and unison verbal responding are specified, correction procedures and mastery tests are provided, and so on. At a deeper level, however, they fall far short of true DI. To show how the inauthentic fall short, the authors present three lesson segments from an inauthentic writing program in which grammar terms such as verbs, compound verbs, and helping verbs are taught. Next they apply the DI axioms to show how the instruction violates those axioms. Then they supply replacement exercises and explain why the replacement exercises are more effective and/or efficient. In this

manner, they juxtapose examples and non-examples of true DI and make crystal clear the differences between the authentic and the inauthentic.

The 66 DI axioms will not be reiterated in this review. However, I will highlight one particular feature of DI that is often missing in descriptions of DI, a feature that I believe to be unique to true DI. It first became apparent to me about 15 years ago when I had an opportunity to observe Zig and Doug Carnine in the process of writing the *Connecting Math Concepts Level C* program. As I observed them writing the exercises for each task in each lesson and listened to their discussions, I became keenly aware of the extent to which they had to keep in mind all of the details of the exercises that had come before in the program AND the exercises that they would need to write for later lessons. They had to focus on the tiniest details of the exercise being written without losing sight of the broad span of mathematics content. How they introduced a new concept at any point in time was determined by how the prerequisite content had been taught earlier AND how higher-level content would be introduced and taught at a later point in time. Just imagine the working memory required to do that! This important feature of DI is embedded in the following axioms:

The presentation assumes only knowledge or skills implied by what the student has done earlier.

What is introduced later may expand what had been taught earlier but will not contradict what had been taught earlier.

The wording of the task and the examples tested must be consistent with the wording provided by the earlier presentation of information.

Nothing is taught in only one lesson, but occurs over two or more consecutive lessons, followed by reviews or applications.

The organization of content is designed so that student mastery of content introduced earlier predicts success with later content; failure with earlier content predicts failure with later content.

This overarching feature of DI is but one of the features that contributes to DI's success. It is not easy to understand all that is involved in the development of DI programs. I have studied DI for more than 30 years and I still don't understand it fully. One thing I do know is this: It is exceedingly com-

Serious readers of this book will come away knowing that DI teaches higher-order thinking as well as the rudimentary skills and basic information that are required by higher-order thinking.

plex. Only true experts can make the complex appear simple so that others can understand it. And Zig and Geoff reveal that kind of true expertise in this book. They expose underlying complexities in masterful ways. Serious readers of this book will come away knowing that DI teaches higher-order thinking as well as the rudimentary skills and basic information that are required by higher-order thinking. They will understand that DI makes complex content seem easy to students because of the way that the content has been analyzed, organized, and presented. To naïve educators, DI may seem "simple." The opposite is true.

Although attempts to imitate DI programs seem to be on the increase, similar attempts have been apparent for a while. Some of the learning strategies instruction that is often associated with University of Kansas researchers and the ECRI (Exemplary Center for

Reading Instruction) programs are examples. These programs qualify as *direct instruction* (little *d*, little *i*) programs and, as such, they are better than the average instructional program. But they fail to meet many of the DI axioms specified by Zig and Geoff. Their writing programs, for example, require students to memorize lengthy rules that are ambiguous, wordy, and unnecessary. Far too much instructional time is devoted to the memorization of rules.

Some of the more current imitations of DI avoid some of the flaws of the earlier imitations and they are no doubt superior to most of the instructional programs used in our schools. Unfortunately, however, many of them still fail to meet all of the criteria for true DI. Zig and Geoff show the critical differences by comparing the "lookalikes" to true DI. In Sections 3, 4, and 5 of this book they identify flaws in wording, examples, sequencing of tasks, organization of lessons, etc., and reference each of the flaws to the DI axioms described in Section 2.

Careful study of this book will enable consumers to make wise decisions when selecting instructional materials. It will also make it more likely that budding DI experts can produce new DI programs that qualify as "true DI." They deserve our support and encouragement. I fear, however, that many attempts to imitate true DI will fall short. In those cases, it will be necessary for us to call a spade a spade and label the "not DI" programs as "not DI." Even if the authors have good intentions. Even if the authors are our friends. Even if the programs sell well because they look like true DI. Even if it would be politically advantageous to do otherwise. To fail to make the discrimination between authentic DI and inauthentic DI and label the products accordingly defies truth in advertising. Our students and our teachers deserve the *best* instructional programs. That means that they deserve true DI. **ADI**

Success Stories

Sacramento Middle School Students' Reading Scores Dramatically Improve with The REACH System

When 80% of the students at Charles M. Goethe Middle School in Sacramento, CA, tested two to four years below grade level in reading in 1997, teachers became determined to change their school's reputation as one of the poorest performers in the Sacramento City Unified School District. Today, they credit SRA/McGraw-Hill's Direct Instruction reading system, *The REACH System*, for students' dramatic improvements.

Designed for students in need of specialized, intensive instruction, *The REACH System* provides highly effective reading and language arts remediation. It consists of these programs: *Corrective Reading*, *Spelling Through Morphographs*, and *Reasoning and Writing*. The goal of *The REACH System* is to close the educational gaps faced by at-risk students.

"About 95% of our students need reading intervention," explained past Principal Garth Lewis. "Students in *The REACH System* receive two periods of the program each day from the same teacher where they are taught *Spelling Through Morphographs* and *Reasoning and Writing*. Later in the day, their third period of *REACH* instruction focuses on *Corrective Reading's* Decoding and Comprehension strands."

The school's Academic Performance Index (API) steadily increased after *The REACH System* was in place. An API score demonstrates students' academic growth and achievement. The maximum score is 1000 and the

statewide target is 800. Before *REACH* was first implemented in Grade 7 in 1999, Goethe's API was a low 506. By 2005, it climbed to 621.

"We've witnessed a 115-point growth increase in our Academic Performance Index (school-wide)," current Principal Harriet Young explained. "*REACH* is one of the key components to our sustained growth in scores, as is our school culture. Our motto is 'Goethe Middle School: Where failure is not an option and every day is a new day.'"

Young added that teachers have noticed great progress in the classrooms because of *The REACH System*. "Students are beginning to make the necessary connections in traditionally weak areas, including vocabulary and word analysis," she said.

About Charles M. Goethe Middle School

The school serves a diverse population of nearly 800 students in Grades 7-8: 32% Hispanic, 30% Asian, 27% African

American, 5% Caucasian, 4% Pacific Islander, 1% Native American, and 1% multicultural. Eighty-five percent of the children qualify for free or reduced-price lunches, and 37% are English Language Learners. For more information about Charles M. Goethe Middle School, visit www.scusd.edu/middle_schools/charlesgoethe/index.htm.

For More Information

If you would like to learn more about success with Direct Instruction programs in your school or district, contact SRA/McGraw-Hill at 1-888-SRA-4543.

Figure 1

Charles M. Goethe Middle School; Sacramento, CA

About the School:

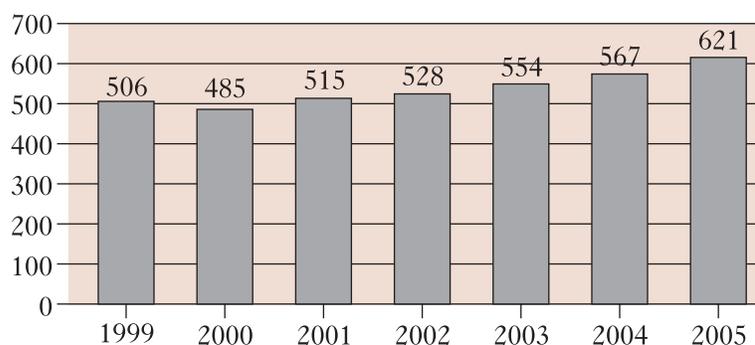
Grades:	7-8
Number of Students:	799
Test(s):	API
Reduced Price Lunch:	85%
ELL:	37%

About the Students:

African American:	27%
Caucasian:	5%
Hispanic:	32%
Asian:	30%
Pacific Islander:	4%
Native American:	1%
Other:	1%

Figure 2

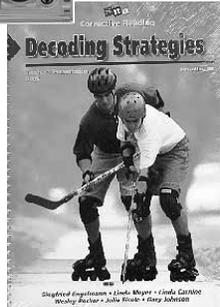
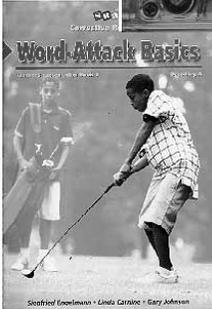
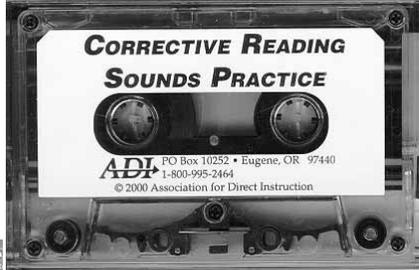
Goethe Middle School Academic Performance Index Scores



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New from the Association for Direct Instruction
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Corrective Reading Sounds Practice Tape



Dear *Corrective Reading* User,

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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COACHES TOOL KIT

These useful pre-printed Post-It® notes are used to help convey important teaching skills to users of the Direct Instruction Reading programs. Instead of having to write out the proper presentation of the correction or procedure, one simply peels a sheet off the pad and puts it in the next lesson or two where the correction/procedure would be used.

The primary set, for use primarily with *Reading Mastery I and II* and *Decoding A* contains correction procedures for

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- Individual Turns
- Comprehension Questions
- Reading Vocabulary (Sound Identification Errors)
- Looping for Sound-It-Out Words
- Word Identification Errors (Group Reading)

The upper level set, for use primarily with *Reading Mastery III–VI* and *Corrective Reading* contains correction procedures for

- Individual Turns
- Comprehension Questions
- Word Identification Errors (Word Attack)
- Word Identification Errors (Group Reading)

The two come together as a kit and are priced at \$30.00 per kit (\$24.00 for ADI members). Contact ADI for quantity pricing.

Title	Member Price	List Price	Quantity	Total
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Videotapes on the Direct Instruction Model

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

Informational Tapes

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

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

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

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

Training Tapes

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

DITV—Reading Mastery 1, 2, 3 and Fast-Cycle Preservice and Inservice Training—The first tapes of the Level I and Level II series present intensive preservice training on basic Direct Instruction teaching techniques and classroom management strategies used in *Reading Mastery* and the equivalent lesson in *Fast-Cycle*. Rationale is explained. Critical techniques are presented and demonstrated. Participants are led through practical exercises. Classroom teaching demonstrations with students are shown. The remaining tapes are designed to be used during the school year as inservice training. The tapes are divided into segments, which present teaching techniques for a set of upcoming lessons. Level III training is presented on one videotape with the same features as described above. Each level of video training includes a print manual.

Reading Mastery I (10 Videotapes) \$150.00

Reading Mastery II (5 Videotapes) \$75.00

Reading Mastery III (1 Videotape) \$25.00

Combined package (*Reading Mastery I–III*) \$229.00

Corrective Reading: Decoding B1, B2, C—(2-tape set) 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 demonstration of lessons (off-camera responses). Price \$25.00

Conference Keynotes

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

Keynotes From the 2005 National DI Conference, July 2005, Eugene, Oregon

Carefully Designed Curriculum: A Key to Success. For the past 31 years Zig Engelmann has delivered the opening keynote of the National DI Conference, and this year was no exception. Zig focuses on the careful design of the Direct Instruction programs that make them effective in the classroom versus other programs that have some of the component design elements, but not all and are therefore less effective than DI. Pioneering author Doug Carnine describes some of the challenges we face in educating our children to compete on a world class level. Doug also goes into detail of how to create a school improvement plan and how to implement it. As a bonus, the conference closing is included. Price: Videotape \$30.00, DVD \$40.00

Keynotes From the 2004 National DI Conference, July 2004, Eugene, Oregon—Conference attendees rated the keynotes from the 30th National Direct Instruction Conference and Institutes as one of the best features of the 2004 conference. Chris Doherty, Director of Reading First from the U.S. Office of Elementary and Secondary Education in Washington, DC, delivered a humorous, informative, and motivating presentation. Chris has been an advocate of Direct Instruction for many years. In his capacity with the federal government he has pushed for rules that insist on states following through with the mandate to use programs with a proven track record. The way he relates his role as a spouse and parent to his professional life would make this an ideal video for those both new to DI as well as veteran users. In the second opening keynote, Zig Engelmann outlines common misconceptions that teachers have about teaching and learning. Once made aware of common pitfalls, it is easier to avoid them, thereby increasing teacher effectiveness and student performance. Price: \$30.00

To the Top of the Mountain—Giving Kids the Education They Deserve—75 minutes. Milt Thompson, Principal of 21st Century Preparatory School in Racine, Wisconsin gives a very motivational presentation of his quest to dramatically change the lives of all children and give them the education they deserve. Starting with a clear vision of his goal, Thompson describes his journey that turned the lowest performing school in Kenosha, Wisconsin into a model of excellence. In his keynote, Senior Direct Instruction developer Zig Engelmann focuses on the four things you have to do to have an effective Direct Instruction implementation. These are: work hard, pay attention to detail, treat problems as information, and recognize that it takes time. He provides concrete examples of the ingredients that go into Direct Instruction implementations as well as an interesting historical perspective. Price: \$30.00

No Excuses in Portland Elementary, The Right Choice Isn't Always the Easiest, and Where Does the Buck Stop? 2 tapes, 1 hour, 30 minutes total. Ernest Smith is Principal of Portland Elementary in Portland, Arkansas. The February 2002 issue of *Reader's Digest* featured Portland Elementary in an article about schools that outperformed expectations. Smith gives huge credit to the implementation of DI as the key to his student's and teacher's success. In his opening remarks, Zig Engelmann gives a summary of the Project Follow Through results and how these results translate into current educational practices. Also included are Zig's closing remarks. Price: \$30.00

Lesson Learned...The Story of City Springs, Reaching for Effective Teaching, and Which Path to Success? 2 tapes, 2 hours total. In the fall of 2000 a documentary was aired on PBS showing the journey of City Springs Elementary in Baltimore from a place of hopelessness to a place of hope. The principal of City Springs, Bernice Whelchel, addressed the 2001 National DI Conference with an update on her school and delivered a truly inspiring keynote. She describes the determination of her

staff and students to reach the excellence she knew they were capable of. Through this hard work City Springs went from being one of the 20 lowest schools in the Baltimore City Schools system to one of the top 20 schools. This keynote also includes a 10-minute video updating viewers on the progress at City Springs in the 2000–2001 school year. In the second keynote Zig Engelmann elaborates on the features of successful implementations such as City Springs. Also included are Zig's closing remarks. Price: \$30.00

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

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

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

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

continued on next page



Videotapes on the Direct Instruction Model...continued

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

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

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

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

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

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

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

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ADI *Books Price List*

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.

Title & Author	Member Price	List Price	Quantity	Total
Preventing Failure in the Primary Grades (1969 & 1997) Siegfried Engelmann	\$19.95	\$24.95		
Theory of Instruction (1991) Siegfried Engelmann & Douglas Carnine	\$32.00	\$40.00		
Teach Your Child to Read in 100 Easy Lessons (1983) Siegfried Engelmann, Phyllis Haddox, & Elaine Bruner	\$17.50	\$22.00		
Structuring Classrooms for Academic Success (1983) S. Paine, J. Radicchi, L. Rosellini, L. Deutchman, & C. Darch	\$11.00	\$14.00		
War Against the Schools' Academic Child Abuse (1992) Siegfried Engelmann	\$14.95	\$17.95		
Research on Direct Instruction (1996) Gary Adams & Siegfried Engelmann	\$24.95	\$29.95		
Introduction to Direct Instruction N. E. Marchand-Martella, T. A. Slocum, & R. C. Martella	\$44.00	\$55.00		
Managing the Cycle of Acting-Out Behavior in the Classroom Geoff Colvin	\$24.00	\$28.00		
Rubric for Identifying Authentic Direct Instruction Programs Siegfried Engelmann & Geoff Colvin	\$12.00	\$15.00		
Corrective Reading Sounds Tape		\$10.00		
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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).

- ✓ Canadian addresses add \$10.00 US to above prices.
- ✓ Outside of North America add \$20.00 for standard delivery or \$30.00 for airmail delivery.
- ✓ Contributions and dues to ADI are tax deductible to the fullest extent of the law.
- ✓ Please make checks payable to ADI.

Please charge my ___ Visa ___ Mastercard ___ Discover in the amount of \$ _____

Card # _____ Exp Date _____

Signed _____

Name: _____

Address: _____

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Phone: _____

School District or Agency: _____

Position: _____

e-mail address: _____

Thank you to our Sustaining Members

The ADI Board of Directors acknowledges the financial contribution made by the following individuals. Their generosity helps our organization continue to promote the use of effective, research-based methods and materials in our schools.

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