

# Appendices Booklet



National Institute for Direct Instruction  
PO Box 11248  
Eugene, OR 97440  
877.485.1973

[www.nifdi.org](http://www.nifdi.org)

NIFDI Press™ | Education Division

# Appendices Booklet

<b>A</b>	Program Reference Chart.....	1
<b>B</b>	Five Parts of the Signal.....	17
<b>C</b>	Correction Procedures for Verbal Tasks.....	18
	Part-firming Paradigm.....	18
<b>D</b>	Individual Turns.....	19
<b>E</b>	Conducting Teacher-Directed Workchecks.....	20
<b>F</b>	Thermometer Chart Summary.....	21
<b>G</b>	Hints for Interacting with Peers during Training Sessions.....	25
	Guidelines for Helping Teachers Improve Written Records.....	26
	Guidelines for Conducting Rehearsal.....	27
<b>H</b>	Five-minute Observations.....	28
<b>I</b>	Show-off Lessons.....	35
<b>J</b>	Sample Inservice Outline.....	40
	Providing Corrections for Verbal Tasks.....	40
	Sample Inservice Outline.....	41
	Conducting an Effective Teacher-directed Workcheck.....	41
	Sample Inservice Outline.....	42
	Providing Varying Amounts of Think Time in the Signals.....	42
	Sample Inservice Outline.....	43
	Remedies for Not Meeting Checkout Criteria.....	43
<b>K</b>	Individual Reading Rate and Accuracy Checkouts.....	44
<b>L</b>	Inservice Outline.....	50
<b>M</b>	Planning Inservice Sessions with Small Groups of Teachers.....	51
<b>N</b>	Lesson Check-Out Sheet.....	52
	Corrections Check-Out Sheet.....	53
<b>O</b>	Expected Lesson Progress.....	54
<b>P</b>	Checking Students Doing Independent Work.....	55
	Looking for Appropriate Student Behaviors.....	56
<b>Q</b>	Quick Grader.....	57

## Individual Turns

*Follow this general procedure when giving individual turns:*

<b>Announce:</b>	<b>For example, "Time for individual turns."</b>
<b>Focus the group:</b>	<b>Point to the task or ask the question. Allow sufficient think time.</b>
<b>Signal:</b>	<b>Call on an individual. For example, "Alicia, what word?" Or, "Marcus, what sound?"</b>

### Guidelines:

- ◆ Call on students randomly, not in order.
- ◆ If an error is made, tell the answer to the whole group and repeat the task with the whole group. Then, do individual turns again.
- ◆ Give three or four individual turns for each exercise. Do not give an individual turn to every student on every task.
- ◆ Generally, 50% of the individual turns should be given to the low performing students in the group.
- ◆ Students should demonstrate 100% mastery on oral individual turns.

# Five-Minute Observation

School: \_\_\_\_\_ Name: \_\_\_\_\_ T TA  
 Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
 Start Time: \_\_\_\_\_ Program/Level: \_\_\_\_\_  
 End time: \_\_\_\_\_ Lesson: \_\_\_\_\_

**During a five-minute observation, watch for the following:**

- \_\_\_\_\_ The subject and lesson you were expecting to see is being taught.
- \_\_\_\_\_ Number of students in group is appropriate.
- \_\_\_\_\_ Physical arrangement allows students and teachers to see and hear all parts of the lesson.
- \_\_\_\_\_ Students receiving group instruction are attentive and engaged.
- \_\_\_\_\_ Teacher follows the script as written.
- \_\_\_\_\_ Teacher corrects when students make errors.
- \_\_\_\_\_ Teacher relies on positive techniques to manage student behavior.
- \_\_\_\_\_ Students doing independent work are on-task.
- \_\_\_\_\_ Independent work is corrected and students have done fix-ups.
- \_\_\_\_\_ Student work is neat and well organized.
- \_\_\_\_\_ Teacher and student materials are organized and accessible.
- \_\_\_\_\_ Written records of student performance are posted or accessible.
- \_\_\_\_\_ Thermometer charts are posted and implemented correctly.

Time and date of  
Conference:

Follow-up from last visit:

Date and procedure for  
Follow-up:

Specific structural or training solutions:

Signature

# FIVE MINUTE OBSERVATIONS SUMMARY

School: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher	Time	Program being taught/ lesson number	Subject and lesson expected	Number of students appropriate	Physical arrangement appropriate	Students attentive and engaged	Teacher follows script as written	Teacher corrects when students make errors	Behavior management positive	Students on-task, working independently	Independent work corrected & fix ups done	Student work neat and organized	Teacher & student materials are organized & accessible	Written records accessible	Thermometer charts posted & implemented correctly
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															

Name \_\_\_\_\_ Date \_\_\_\_\_

Program \_\_\_\_\_

## Checking Students Doing Independent Work

To see that students are learning to work independently, coaches look for:

\_\_\_\_\_ Take-homes, independent work, and workbooks completed at school

\_\_\_\_\_ Students start work quickly and complete work independently

\_\_\_\_\_ No one student asks the teacher for frequent help

\_\_\_\_\_ Students know the information and remember how to do skills they have learned

\_\_\_\_\_ If teaching assistant is monitoring, teacher and teaching assistant communicate so teacher has information about the students' independence and accurate use of information and skills

\_\_\_\_\_ Students use appropriate prompts for completing independent work (e.g. look-backs in story if allowed, fact charts on inside cover of math book, etc.)

\_\_\_\_\_ Student work is neat, well-organized, and meets other classroom standards

\_\_\_\_\_ Students are celebrating high performance on independent work