



How to Correct Discrimination Errors Video In-Service, Volume 2

Facilitator's Guide

Welcome to Volume Two of the video in-service series on how to correct student performance errors during instruction in Direct Instruction (DI) programs! These video in-services are designed to support school leaders in charge of managing Direct Instruction (DI) implementations. Through the guidance of the videos, instructional staff will view demonstrations and receive information by expert DI instructors and educators who have spent years in the field. Participants will also practice the skills being taught and receive supervised feedback by the facilitator via the use of this guide. Being able to reference the training when coaching and following up with instructors will make in- and out-of-class interventions much more efficient. In addition, these in-service videos will provide a model for district and building-level coaches, assistant principals of instruction (APIs) and building coordinators on how to sequence examples and focus on critical issues when training, as well as demonstrate the type of activities to include that promote the mastery of the targeted skills.

Estimate of total time for in-service, including practice and discussion: 96 min.

Scheduling the in-service: For maximum effectiveness, schedule this in-service on a day that allows for classroom observations within a day or two after the session. Note that follow-up for this video in-service requires extended observations to allow the observer to determine whether all steps of the error correction procedure are being implemented effectively, which includes delayed tests.

There are two options to access the video. Before doing so, contact your NIFDI implementation manager for the current password. Then:

1. To view directly from the web via online streaming, go to NIFDI's website at www.nifdi.org. Click on *Resources*. From the drop down menu, click on *Videos*, then *Video In-Services*. Select the video, How to Correct Discrimination Errors, Volume 2. Click the link and then type in the password. The direct link to the Video In-Services page is <https://www.nifdi.org/resources/videos/video-in-services-2>.
2. To download the video to a computer for off-line viewing, follow the directions above. After you type in the password, click on the download button on the lower right of the screen and select **HD720P**. Allow up to five minutes for the video to

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completely download to the computer. Be advised that NIFDI will change the password every August.

If you have any doubts about the reliability of your Internet connection, choose the second option and download the video before the in-service session.

Rationale for in-service on corrections:

As we know, all students make errors. The errors students make provide important information about what they know and what they have yet to master. How an instructor responds to an error is critical. In fact, the major difference between the instructor who teaches most of her students and the instructor who successfully teaches all of her students is the ability to correct each and every error as it occurs. Thus, correcting all errors is an essential part of teaching to mastery.

Consider this: every time a student does something wrong without immediately being provided an opportunity to do it the right way, the student is essentially getting practice in making that mistake. Doing it right is practice as well—*effective* practice. We want learners to practice doing things CORRECTLY so they can master material and perform fluently, which provides a strong basis for further learning. Students, therefore, can be firmed and brought to mastery more efficiently if the error correction is done immediately and properly, which takes practice on the part of the instructor. Thus, the error correction video in-service series is the most critical of all in-services because it lays the foundation for future practice sessions, as they should always include error corrections.

Purpose of the video in-service:

- To provide teaching staff with the knowledge, understanding and practice at identifying a part in a lesson exercise so the full, seven-step error correction procedure for discrimination errors can be applied effectively;
- To allow for the rapid delivery of in-services, as the video-based in-services can be delivered by a less experienced coach, principal, API/building coordinator, or lead teacher;
- To help make training more consistent in the field across multiple facilitators;
- To provide the foundation for incorporating unplanned errors into practice sessions.

Purpose of Facilitator's Guide: This guide is to be used as a tool for guiding discussion and practice of the presentation skills modeled in the video.

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In-Service Target Audience:

- Instructors who are new to DI
- Instructors who have at least some difficulty presenting DI lessons effectively to a group of students
- All administrators, coaches, and supervisors

Participant Prerequisites - Participants will be *most* successful if they have done the following before participating in this in-service:

- Attended the equivalent of at least two full days of program training for each level of the program that included a heavy emphasis on practice
- Received in-class coaching on fundamental presentation techniques
- Viewed the video in-service, *How to Correct Discrimination Errors, Vol. 1*

Materials needed for this in-service:

- Facilitator –
 - Video
 - Facilitator's Guide
 - Discrimination Errors Follow-up Form
 - Facilitator Feedback Form
- Participants –
 - Discrimination Error Handout Packet – 1 per participant
 - Lesson Packet – 1 per participant

Expectations for participants:

- View the video carefully.
- Be actively engaged in each of the practice activities and discussions.
- Notify the facilitator about any problems or issues they are having.

Expectations for facilitator *before* the in-service:

- Review the activity guide (see below).
- Preview the video before facilitating the in-service so your focus will be on participants during the session. Refer to the activity guide (see below).
- Invite to the training only those participants who meet the prerequisites (see above).
- Prepare necessary participant material (see above).
- Set expectations for all participants (see above).
- Provide a sign-in sheet or other form of written check-in for participants.

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Expectations for facilitator *during* the in-service:

- Actively monitor. Carefully monitor discussions and application of the error correction by the participants throughout the session. Repeat activities as needed until participants are at mastery on the skills being taught.
- Be sure to engage with your participants as they participate in partner discussions and practice activities. Prompt participants, if necessary. Give feedback based on the purpose/focus of each activity.
- Don't wait until the last person finishes if that person is significantly discrepant from other participants. You'll want to keep the in-service moving at a pace comfortable for the majority. Use the activity guide to determine reasonable times for each activity.
- Be ready to address what to do if a student makes an error on the second task of an exercise (i.e., the instructor would immediately go back to the first task).
- Note any problem areas on the activity guide or elsewhere.

Expectations for facilitator *after* the in-service:

- Download and complete the facilitator's feedback form from NIFDI's website.
- Return participant training evaluation and facilitator's feedback form to NIFDI's Coordinator of Training (email: training@nifdi.org).

On-site follow-up:

School leaders will use an in-service follow-up form to record whether additional support will need to be provided so all teaching staff provide full corrections to all student errors. When observing, school leaders should give special attention to an instructor's effectiveness at repeating a part. Since this is the second in the series on error corrections, the transition to and through the correction procedure should be smooth.

As mentioned on page one of this guide, follow-up for this video in-service requires extended observations to allow the observer to see if all steps of the error correction procedure are being implemented efficiently and effectively, which includes delayed tests. To measure the extent to which all instructors provide full corrections consistently, complete the in-service follow-up form that corresponds to this video in-service. Participants designated as "needs practice" on the follow-up form should

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practice the targeted skills during script practice until firm. Revisit the classroom to determine whether the instructors can implement the full error correction effectively. Note that the follow-up form can also be used as a screener *before* the in-service is conducted to determine which instructors would benefit most from participating in the in-service.

Discrimination Error Activity Guide

The following table highlights the activities contained within the video in-service. The left column offers a brief description of the activity as well as information about what kind of activity it is: discussion, oral responses, written responses, partner share or partner teach. The second column delineates the purpose of the activity so you as the facilitator understand what the focus should be for each activity. The column labeled, Critical Format Variables, gives information about a program exercise, if one is used or viewed as part of the activity. Note that not all activities incorporate the use of an exercise. The last column notes the approximate amount of time each activity could take. This can differ for your site depending on the experience level of the participants and how much practice they might need to attain mastery on each component.

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Discrimination Error Activity Guide

| Name/Type of Activity | Purpose | Critical Format Variables | Approx. Duration |
|--|---|--|------------------|
| 1. Quiz <u>Type of activity:</u> written response and visual check of answers | To test participants' levels of mastery on identifying the critical features of all seven steps of the error correction | Not applicable | 4 min. |
| 2. Analysis of exercises in tomorrow's lesson: brackets or no brackets? <u>Type of activity:</u> individual reflection | To locate exercises with and without brackets using one of their own lessons | Not applicable | 4 min. |
| 3. Identifying a part (Lang. K, L.11, ex. 6) <u>Type of activity:</u> discuss with partner the best response to a multiple choice question | To determine what to do for step three of the error correction procedure if students made an error in part one of an exercise without brackets | Students identify common objects and say the whole thing about that object | 2 min. |
| 4. Identifying a part (Lang. K, L.11, ex. 6) <u>Type of activity:</u> discuss with partner the best response to a multiple choice question | To determine what to do for step five of the error correction procedure if students made an error in part one of an exercise without brackets | Students identify common objects and say the whole thing about that object | 2 min. |
| 5. Identifying a part (CMC CE, Level B, L. 55, ex. 6) <u>Type of activity:</u> discuss with partner the best response to a multiple choice question | To determine what to do for step three of the error correction procedure if students made an error on the fourth bullet in part c of an exercise without brackets | Students practice what to write on column subtraction problems when the first number of the answer is zero | 3 min. |
| 6. Identifying a part (CMC CE, Level B, L. 55, ex. 6) <u>Type of activity:</u> discuss with partner the best response to a multiple choice question | To determine what to do for step five of the error correction procedure if students made an error on the fourth bullet in part c of an exercise without brackets | Students practice what to write on column subtraction problems when the first number of the answer is zero | 3 min. |
| 7. Application to tomorrow's lesson: Identify a Discrimination Error <u>Type of activity:</u> participants choose a lesson, exercise and a specific student discrimination error | To prepare for correcting a discrimination error on tomorrow's lesson | Not applicable | 5 min. |

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| Name/Type of Activity | Purpose | Critical Format Variables | Approx. Duration |
|--|---|---------------------------|------------------|
| 8. Application to tomorrow's lesson <u>Type of activity:</u> partner share the lesson, exercise and specified discrimination error | a) To determine the parts of the selected exercise and then determine how far to back up for step three of the error correction. b) To determine what to do for step five of the error correction | Not applicable | 5 min. |
| 9. Application to tomorrow's lesson <u>Type of activity:</u> partner teach | To practice the application of the error correction procedure on an upcoming exercise | Not applicable | 5 min. |
| 10. Application to tomorrow's lesson with additional practice identifying the parts <u>Type of activity:</u> participants choose a different exercise from their same lesson & designate a specific student discrimination error | a) To determine the parts of the selected exercise and then determine how far to back up for step three of the error correction. b) To determine what to do for step five of the error correction | Not applicable | 4 min. |
| 11. Application to tomorrow's lesson with additional practice identifying the parts <u>Type of activity:</u> partner teach | To practice the application of the error correction procedure on an upcoming exercise | Not applicable | 5 min. |
| 12. Application to tomorrow's lesson – unplanned error <u>Type of activities:</u> a) Participants choose a third exercise from their same lesson & allow their <i>partners</i> to determine a specific student discrimination error b) Partner teach | a) To determine the parts of the selected exercise and then determine how far to back up for step three of the error correction procedure supposing the types of errors their partner might make. b) To determine what to do for step five of the error correction supposing the types of errors that their partner might make c) To practice the application of the error correction procedure with an unplanned error on an upcoming exercise | Not applicable | 7 min. |

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| Name/Type of Activity | Purpose | Critical Format Variables | Approx. Duration |
|---|--|---|--|
| <p>13. Application to tomorrow's lesson – unplanned error x2 <u>Type of activities:</u> a) With the last exercise practiced, <i>partners</i> determine specific student discrimination error b) Partner teach</p> | To practice the application of the error correction procedure with an unplanned error two more times using the previously practiced exercise | Not applicable | 10 min. total (two rounds of 5 min each) |
| <p>14. Locating a part (RMSE K, L. 7, ex. 5 & CMC CE B, L. 8, ex. 6) <u>Type of activity:</u> partner share</p> | To determine what to do to repeat the part in an exercise with brackets and an exercise without brackets | RMSE K, L. 7, ex. 5 – students practice discriminating between <i>mmm</i> and <i>äää</i> CMC CE B, L. 8, ex. 6 - students count by ones starting and ending with different numbers | 3 min. |
| <p>15. Locating a part (Lang. 1, L. 66, ex. 3) <u>Type of activity:</u> partner share</p> | To determine what to do to repeat the part in a longer exercise without brackets | Students orally identify opposites. | 2 min. |
| <p>16. Preparing for tomorrow's lesson <u>Type of activity:</u> partner share</p> | To reinforce that practicing lessons, especially error corrections, is critical to delivering an effective lesson | Not applicable | 2 min. |
| <p>16. Evaluation <u>Type of activity:</u> written feedback</p> | To give feedback on the video in-service training | Not applicable | 5 min. |