

Direct Instruction

NEWS

ADI Effective School Practices

DON CRAWFORD and RANDI SAULTER, Editors

A New Director, New Ideas for DI Instruction

Hello and Happy Summer! We are so pleased that we are able to bring you this issue of the *DI News*. Many of you are reading it while in attendance at the National DI Conference in Eugene and we are so happy you are here. If you have been here before you know what is in store for you. If this is your first time we can't wait for you to experience the fun, insight and learning that go on here.

This issue of the *News* brings an article by Amy Johnston. Please take this

opportunity to read and discover who the new executive director of the Association for Direct Instruction is and what her plans for the future of the organization hold.

The articles "Hey, Look at Me!" by Randy Sprick, "You May Be a Teacher If..." by Randi Saulter and Don Crawford, and "A Dose of DI from Donna" by Donna Dressman are designed to be useful "on the ground" in schools. We hope that you find them as full of helpful suggestions as we did. And in

an "on the ground" narrative, Rhonda L. Richetta, principal of City Springs Elementary Middle School, takes us for a tour inside "The (Never-Ending) Battle of City Springs."

"Equal Opportunity – A Fairy Tale" by Anne Berchtold is also in this issue of the *News*. Anne is a newer member of the ADI board who has contributed a thoughtful look at the education system.

As always, we have a very thought-provoking and interesting piece by Dr. Kozloff. His contributions never fail to include new ways of looking at teaching and learning.

We hope that as you read this issue you are enjoying a bit of time off and planning new ways to use the information in the *News* to inform your work with students, teachers and administrators throughout the coming school year. **ADI**

AMY JOHNSTON, Executive Director, Association for Direct Instruction

ADI News

Dear Members and Colleagues, Thank you for the warm welcome. The outpouring of support and kind words has been incredible! To those members whom I have not had the pleasure of meeting yet, please allow me to introduce myself. My name is Amy Johnston and I am the new Executive Director of ADI. I already know many of you through my work with the National Institute for Direct Instruction (NIFDI), where I have worked for the last four years. Prior to that, I was with an educational technology company that develops computer/web-based DI curricula. I am fortunate to have had the experience of seeing the DI community from the 'outside-in' and, more recently, from the 'inside-out.' What I have noticed from both perspectives is that while we have incredibly dedicated, talented folks on our side (not to mention the data), we

also have a long way to go towards making effective, research-validated teaching practices and curricula something every student has the opportunity to benefit from.

Bryan Wickman, ADI's former Executive Director, is now our Director of Conferences & Training. Together, we will be working to significantly increase our offerings of workshops and conferences across the county, including a first for ADI...webinars! Other exciting initiatives you'll hear about in the months to come include the launch of ADI's new website and new opportunities for collaboration with others in the DI community.

Our immediate goals will be to expand our membership and focus our fundraising on sustaining our work. This means we must focus more on
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donations, sponsorships, and grants. We will be asking for help more often and in more ways. And we will be asking for volunteers to help build a stronger DI community.

As ADI moves forward into this next chapter, we are recommitting ourselves

to the work of advocating for the use of proven instructional methods that result in an outstanding education for all students.

Please feel free to contact me at ajohnston@adihome.org at any time. If you are interested in volunteering please let me know and I will find a

way for you to contribute. I also welcome your input on things that we could be doing more effectively. I thank you for your past work and continued support of ADI. Together we can do great things! *ADI*

Sincerely,
Amy Johnston

ANNE BERCHTOLD, Board Member

Equal Opportunity: A Fairy Tale

Once up a time, four baseball players attended a try-out. Upon arriving, they were informed that they were required to hit the ball out of the park three consecutive times. They were stunned at such an expectation! In turn, they each stepped up to bat and attempted to hit the baseball. Fred, a powerful hitter, slugged it out of the park twice. Joe swung twice and whacked it out of the park on the third pitch. Thomas swung three times, and struck out. Jeff struck the ball all three times, but could not slam it out of the park. Not one of the players met the requirement.

The team owner informed all the players that they would need to improve their performance, but did not elaborate on how this would be accomplished. The players were further puzzled when the owners stated that Thomas, because of his known disadvantages, would receive special training so he could have an equal opportunity to meet the goal. The players protested. Unmoved, the owners dispatched the players to improve their batting skills.

Thomas was to get specific training on whacking the ball out of the park. He would receive daily one-on-one supervision. Furthermore, the baseballs he would practice hitting were colored to improve his perception. He would trace the trajectory of each ball to engage all his senses. He would receive regular eye exams, dental checkups, and meal allowances. In addition, he was assigned a motivational coach so he would feel good

about himself. Cost was no object when it came to the endeavor of closing the gap between Thomas and his fellow baseball players.

Fred returned to Baltimore totally dejected. A friend happened to mention to him that there was a coach over in City Springs and he should waste no time in visiting this talented expert. Coach Welchel had a formidable track record. She was assigned to a team which, previous to her arrival, had years of meager performance, and her base was located in one of the poorest parts of town. Fred decided to visit Coach Welchel. Imagine his surprise when he arrived and the team was eagerly engaged in various stages of practice. The positive energy was infectious. Coach Welchel outlined for him a strategy that seemed almost too easy. It was an audacious, simple plan: pre-testing, a script, intense Direct Instruction and practice, mastering one skill before advancing onto the next, and continuous monitoring and feedback. Fred knew from the beginning it was a winning strategy. The more he learned about Coach Welchel, her team and their method, the more convinced he was that he had just made the smartest move of his life.

Back in Texas, Joe was also searching for someone who could assist him. Without a clear direction from the owners as to what to do, he was lost. He had heard of a coach who had turned a team around some years ago, Coach Lott. Joe sought out Coach Lott. The coach spoke with a melodious voice and glimmering eyes when

he recounted their victories. The strange thing was, even though Lott mentioned setbacks, they seemed to be the very things which sparked his imagination and fueled his motivation. Coach Lott had chosen to head up his team in Wesley. It was the most neglected, sorry part of town and nobody in their right mind would knowingly choose to be there. Coach Lott possessed a dream, a vision and a plan. It was an audacious, simple plan: pre-testing, a script, intense Direct Instruction and practice, mastering one skill before advancing onto the next, and continuous monitoring and feedback. After implementation, with improvement becoming evident, Lott faced the most unbelievable hurdle ... the owners wanted him fired! The local division accused his team of cheating and refused to support him. Instead of support in the face of remarkably increased achievement, Lott faced expulsion. The fans rallied to his defense and he was re-instated.

Help us out!

Contribute your story of success with DI! We want to hear from you!

You all have stories and it is time to share them. This is *your* journal—let it reflect your stories!

See the directions on page 2 on how to make a contribution. You'll be glad you did.

Joe knew he was onto something. If Lott was that good, Joe needed to work with him on his plan.

During this time, Jeff maintained contact with his fellow team members. Baltimore and Houston seemed obvious places to find assistance for improving baseball performance, but Jeff was in Oregon. Fred and Joe called him one night excited with the possibility of a unique opportunity. Coach Lott and Coach Welchel informed their new protégées that there lived in Oregon a man who had authored the training programs which turned their teams into winners. Wasting no time, Jeff approached this individual, Coach Engelmann. After working with Engelmann, Jeff could understand why his programs, and those who implemented them with fidelity, were so successful. Coach Engelmann had developed the “original” audacious, simple plan: pre-

testing, a script, intense Direct Instruction and practice, mastering one skill before advancing onto the next, and continuous monitoring and feedback. Coach Engelmann was relentless with achieving peak performance, but remarkably, the outcome was joyous. In fact, a large-scale government study had found that Coach Engelmann’s Direct Instruction Programs outperformed and profoundly impacted short and long-term student learning. Following Engelmann’s plan, Jeff learned to record and track his progress and improvement.

The following year, the four baseball players returned to the try-outs. Fred, Jeff and Joe were brimming with confidence and the knowledge that they had dramatically improved their skills under the tutelage of their coaches. One by one, they approached the batter’s box, gripped the bat, fixed their

eyes on the ball and zip-pow...they crack, crack, cracked the baseballs out of the park. Pride and excitement filled them as they were certain that this would make an impression on the owners and secure them a place on the team. However Thomas, although he could now demonstrate marginal improvement, was still not able to crack the ball out of the park. The owners’ position was that they would persevere until Thomas was able to achieve this objective.

One would think that the owners, witnessing the transformation that Fred, Joe and Jeff had undergone, would investigate their methods! What had they found that produced such extraordinary results within a relatively short amount of time and small financial investment? Compared to the time, money and human-power they had poured into Thomas’ education,

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 Academy of Cincinnati
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American Preparatory Academy
Draper, UT

Baltimore Curriculum Project Inc.
Baltimore, MD

Beacon Services
Milford, MA

Cash Valley Elementary School
Lavale, MD

Centennial Public School
Utica, NE

Central Linn SD
Brownsville, OR

City Springs School
Baltimore, MD

Clarendon School District
District Two
Manning, SC

Crazy Horse School
Quinn, SD

Criterion Child Enrichment
Milford, MA

David Douglas Arthur Academy
Portland, OR

Dreamcatcher Direct Instruction
Centers
Berthoud, CO

Evergreen Center
Milford, MA

Exceptional Learning Centre
Ajax, Ontario

Foundations for the Future Charter
Academy
Calgary, AB

Gering Public Schools
Gering, NE

Gresham Arthur Academy
Gresham, OR

Haugland Learning Center
Columbus, OH

Hinckley - Finlayson School District
Hinckley, MN

Mescalero Apache School
Mescalero, NM

Morningside Academy
Seattle, WA

Mountain View Academy
Greeley, CO

Mystic Valley Regional Charter
Everett, MA

NIFDI
Eugene, OR

Portland Arthur Academy
Portland, OR

Reynolds Arthur Academy
Troutdale, OR

Santee Community School
Niobrara, NE

St. Helens Arthur Academy
St. Helens, OR

The American School in Switzerland
Montagnola, Switzerland

USD #428
Great Bend, KS

Wasilla Middle School
Wasilla, AK

Woodburn Arthur Academy
Woodburn, OR

Fred, Jeff and Joe had achieved meteoric results.

In many fields of endeavor, failures are met with meticulous analysis. If a baseball team begins losing, fans are disappointed and a detailed examination ensues. However, in the case of Thaddeus Lott at Wesley Elementary, the outstanding improvement proved an unsightly embarrassment. The course of action was to debase Lott and remove him. Thankfully for the students, Lott proved to be a formidable opponent and the community rallied to support him. Bernice Welchel at City Springs in Baltimore, was dealt a similar reward. For opening the door to an equal opportunity for her students, Welchel should have been a national hero.

Why do those in positions to know better ignore what is clearly front of them? If more money were truly the remedy for the dire situation faced in education, then pouring in more money would be the solution, right? Isn't that what we are continually force-fed; the old urban myth that education needs more money? National, state and district level spending continues to spiral to atmospheric proportions and yet student performance does not improve on any comparable scale. It is alarming that those who are in position to know (like the baseball owners) do not seek out and emulate those individuals who have bravely broken the mold and achieved excellence in student achievement. On the contrary, what is occurring is a form of inverse discrimination; a disequilibrium of opportunity.

Equal opportunity for students is a fairy tale. It does not exist under current practices. It is a noxious urban myth foisted upon a population desperate for a better way for their children and ripe for emotional hijacking. Given that there are administrators and teachers who apply the audacious, simple plan of Direct Instruction and within several years present a very different academic profile, would it not be prudent to investigate the course of action these individuals followed

which produced such dramatic change? Politicians, academic fellows, education secretaries all bleat the hollow dirge of reform and change, but balk at the prospect of further action. Michael Fabricant (2011) certainly hit the nail on the head (or is that hit a home run?) when he stated that, "When it comes to public education, our leaders are far too insulated from the consequences of their choices".

Policy makers at all levels should seek to replicate success. Instead, what occurs with monotonous regularity is that success is dismissed, ignored or dismantled and quietly swept under the rug. Various policy makers and educators have been asked throughout the years as to what they would do to improve education. The responses should be inspiring, offering examples of successes and how to implement these on a larger scale, how to reward success and those who are dedicated to it.

Instead we are treated to the same old sagas and renditions of the urban myth. The urban myth holds that if students are minority, poor, impoverished and/or come from disadvantaged backgrounds, it is imperative to address their need "regardless of cost per pupil" (Honda, 2011)! Inevitably, without the equal opportunity to Direct Instruction, administrators with vision and determination, and teachers with zest, these students languish in the chaotic environments of dismal urban schools.

Bernice Welchel reminds us that, "In no other profession do we expect each individual to figure out through trial and error the most effective way of doing something... But we usually expect our teachers to teach effectively without telling them the practices that led to documented success for others." In the medical model, this would be irrational; in the educational model, this is accepted practice!

Direct Instruction provides a uniquely equal opportunity for all students and their teachers. It is an equal opportunity to engage with an audacious, simple plan that has been

proven over the passage of time... and that's *not* a fairy tale. **ADI**

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Plan now to attend

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Hey, Look at Me!

It's October and your class is running fairly smoothly, except for one or two students—Johnny in the back row launches into *Blue (Da Ba De)* by Eiffel 65 every time you turn your back, and Jeanette by the window chronically argues whenever you give a direction or assignment.

What's going on? Could these students be engaging in attention-seeking misbehavior? Attention-seeking misbehaviors are behaviors that a student engages in to satisfy his or her (often unconscious) need for attention. Chronic blurting out, excessive helplessness, tattling, and minor disruptions are examples of behaviors that may be attention-seeking in nature. When a student is seeking attention, any intervention effort that gives the student attention when he is misbehaving is likely to reinforce the inappropriate behavior.

Attention-seeking misbehaviors are cyclical and feed off of each other. It's time to break the cycle before misbehavior escalates any further.

Increasing Positive Interactions

Increasing positive interactions may be effective with any chronic misbehavior or problem with self-concept. Any time the function of a student's behavior is attention-seeking, this intervention is especially useful.

You can teach a child who fishes for attention through misbehavior how to get adult attention through responsible behavior. This can be done by demonstrating that responsible behavior results in more attention than misbehavior. Though the idea behind increasing positive interactions is deceptively simple, in practice it is among the most powerful interventions for changing student behavior.

By reducing the *frequency*, *duration*, and *intensity* of the attention you pay to students' misbehavior and focusing more of your time and attention on responsible behaviors, you can rebalance your *ratio of interactions*. The ratio of interactions is the number of positive interactions with a student to the number of negative interactions. Your goal is to make the ratio primarily positive. Redirecting a student's ingrained pattern of behavior through increased positive interactions requires patience and consistency on your part, but the results are worth your effort. Outcomes may include markedly improved student behavior and self-esteem, students who feel valued and hence more motivated, and an increase in instructional time vs. time spent on correction.

Follow these implementation steps:

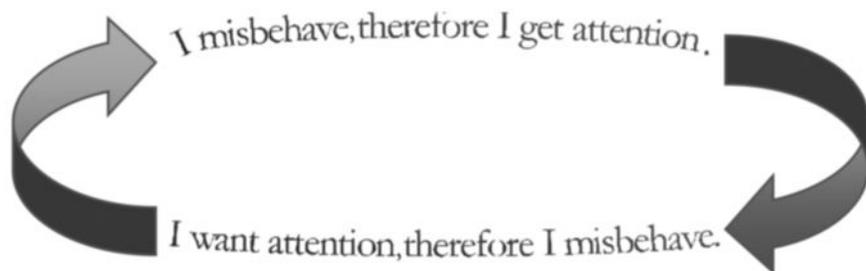
Step 1: Plan more positive interactions.

- A. Review the problem and overall goal for the student.
- B. Self-assess or have an observer monitor your ratio of interactions.
 - a. Set up an observation by an interventionist.
 - b. Conduct the observation.
 - c. Analyze interactions.
- C. Decide how you will respond to misbehavior.
 - a. Brainstorm negative behaviors.
 - b. Categorize the behaviors.
 - c. Decide whether to ignore the misbehavior or impose a consequence.
- D. Develop a plan to increase positive interactions.
 - a. Brainstorm a list of noncontingent positive interactions.
 - b. Plan to provide contingent positive feedback.
 - c. Plan to conference informally with the student regarding progress.
 - d. Involve other staff members in interacting positively with this student.
- E. Continue to collect objective data to determine whether the intervention is helping the student's behavior improve.
- F. Determine who will meet with the student to discuss and finalize the plan.

Step 2: Meet with the student.

Excerpts from *CHAMPS: A Proactive and Positive Approach to Classroom Management* and *Interventions: Evidence-Based Behavioral Strategies for Individual Students*. Copyright © 2009 by Pacific Northwest Publishing. All rights reserved.

Figure 1
Cycle of Misbehavior



- A. Help the student identify and rehearse the specific actions that will help him or her reach the goal.
- B. Discuss the plan for ignoring some misbehaviors and providing consequences for others.
- C. Review ways you and the student can engage in positive interactions.
- D. Set up a time to meet regularly with the student to discuss progress.
- E. Review the roles and responsibilities of all participants at the meeting.

F. Conclude the meeting with words of encouragement.

Step 3: Follow the plan.

- A. Evaluate the impact of the intervention, making revisions and adjustments as necessary.
- B. When the student demonstrates consistent success, fade the intervention.
- C. Once the intervention has been faded, provide continued support, followup, and encouragement.

Teaching students to behave responsibly by increasing your ratio of positive

to negative interactions seems almost too simple to be more than wishful thinking. But it works, and a mountain of evidence and research literature back it up. This is a powerful intervention that is a useful part of all classroom management and intervention plans.

Improving your ratio of positive to negative interactions with one student or a whole class teaches students that they can get attention through responsible behavior. As their pride in responsibility grows, small successes will beget new success. *ADI*

RHONDA L. RICETTA, Principal, City Springs Elementary Middle School

The (Never Ending) Battle of City Springs

Many in the DI world are familiar with City Springs School in Baltimore, MD. The highly-acclaimed documentary “The Battle of City Springs” reached a wide audience of educators and non-educators alike when PBS first aired it over a decade ago. The film honestly documented the story of a hard-fought and emotionally uplifting turnaround at a high-poverty urban school through a whole school implementation of Direct Instruction. Under the leadership of a willful and visionary leader, and directly supported by talented and passionate specialists from the Baltimore Curriculum Project (BCP) and the National Institute for Direct Instruction (NIFDI), City Springs catapulted from one of the “worst” elementary schools in Baltimore City (112th out of 114 Baltimore City Schools in one infamous ranking) to one of the “best” over the relatively short period of seven years. As nearly all educators can attest, this dramatic change in academic status was achieved through extraordinarily focused and intense work, and yet the inspirational turnaround could not be sustained without the same level of urgency, diligence and fidelity of implementation.

My personal experience with this transformation was as a special education teacher who had been recruited to the school by the principal despite my total lack of experience in Direct Instruction. I agreed to come to the school and join the ranks of the quirky group of DI teachers who existed in Baltimore at the time solely out of the respect I had for the principal. Having 12 years of experience as a “traditional” teacher, I was frankly skeptical of DI. This skepticism only grew after the first week of training (snapping, clapping, tapping, etc.), but, alas, it was too late for me to back out.

Well, thank goodness for that, because my decision to stay at City Springs turned out to be a truly life-changing event for me, particularly changing how I viewed the best way to provide children with an education for life. Perhaps the most enlightening thing I learned was that throughout my previous years of teaching, when I thought my students’ difficulties in learning were because of their shortcomings, I was wrong; it wasn’t the students, it was me, and my shortcomings! I was quite simply not teaching them correctly. In the Direct Instruction programs, I

found ways to teach skills that my students had always struggled to learn, and I learned to teach them to real mastery (what a concept!) with more ease than I had thought possible. I was seized with a desire to track down all of my former students and apologize to them for putting them through such avoidable strife. Turns out, the whole time I could have made it so much easier for them to learn and for me to teach if I had known about and had the tools of Direct Instruction!

And, what’s more, I had become a contributing member of the “quirky DI team,” and at a uniquely exciting time at City Springs. Test scores were up, students were engaged and on-task, parents were happy, and people were coming from all over the land to visit gritty ol’ City Springs, including the wife of the Vice President of the United States.

It was with great sadness therefore when I left City Springs after several satisfying years to take a position out of the classroom at a high school across town. I longed to get back to City Springs, though, and even bragged to any who would listen about the exemplary school where I used to work. Finally, one day, I got my wish: I was asked to return to City Springs, not as a teacher, but first as assistant principal and then, shortly thereafter, as princi-

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pal. My long-imagined return to City Springs, however, was not at all what I had expected or wanted; it was not the same school I had known and loved.

I had been gone for four years. In this short time, the test scores had decreased, and morale had plummeted; students were off-task and fighting, parents were angry, and teachers were not teaching. I found myself shaking my head and wondering, "What happened?" I cannot say exactly how or why it unraveled because I was gone for four years, but I could certainly see that the all-important high degree of fidelity of implementation that was the engine of achievement and the source of pride of City Springs at its heyday, was gone, gone, gone.

The school's leadership was at odds with former staunch ally BCP, and NIFDI had pulled out altogether. NIFDI would not accept sacrificing the fidelity of the DI implementation to the new "strategies" that were being implemented in the name of a better alignment with the Maryland high-stakes state test, so they left.

It was yet another case of how the pressure of high-stakes testing can cause well-meaning educators to stop doing what is best for kids. Compro-

misning the integrity of instruction by focusing on teaching to prepare our kids for a test, rather than teaching to prepare our kids for their lives, gradually wreaked havoc on City Springs and dismantled the hard-won gains in school culture and achievement that began in the days chronicled in "The Battle of City Springs." As before in "the bad old days," City Springs children were once again not learning to read or do basic arithmetic, and no amount of targeted test preparation can help kids be successful on a test they cannot read. As was predicted by many who resisted the changes, test scores declined and kids were no longer functioning on grade level. By 2007 classroom data had revealed that only 26% of the students at City Springs were functioning on grade level in reading, its signature subject. Only 4% of the sixth graders had scored proficient in math on the state test. Students were exhibiting more violent behavior, undoubtedly linked to increased academic frustration. The school was failing in its core mission, despite (or perhaps because of) the heavy emphasis on preparing students for the state test. City Springs was still nominally a DI school, but in many fundamental ways DI was being "phoned in" and City Springs no longer had the high fidelity implemen-

tation that had brought it to its hard-to-maintain heights of achievement.

When Muriel Berkeley came to me and asked if I wanted to bring NIFDI back to City Springs, I did not hesitate. I knew that only by bringing back a high-fidelity implementation of Direct Instruction could we turn City Springs back around again. By 2010, 73% of students were functioning on grade level, nearly triple the level of three years earlier! We had completely reversed the decline at City Springs. City Springs has also shown over those same three years strong and steady progress on the state exam. Most importantly, the children are no longer angry, frustrated and acting out, because they are meaningfully engaged in and finding joy in learning, because they are learning, not just "preparing" for a test.

It would be misleading to conclude this story with a happily-ever-after ending, because I have just shared the cold, hard truth: this takes incredibly hard, relentless work and focus. Working in a school where 99% of the students are on free or reduced lunch and new students arrive and previous students depart in large numbers throughout the year, and from year to year, the challenges are both enormous and unrelenting.

Teaching Needy Kids in Our Backward System

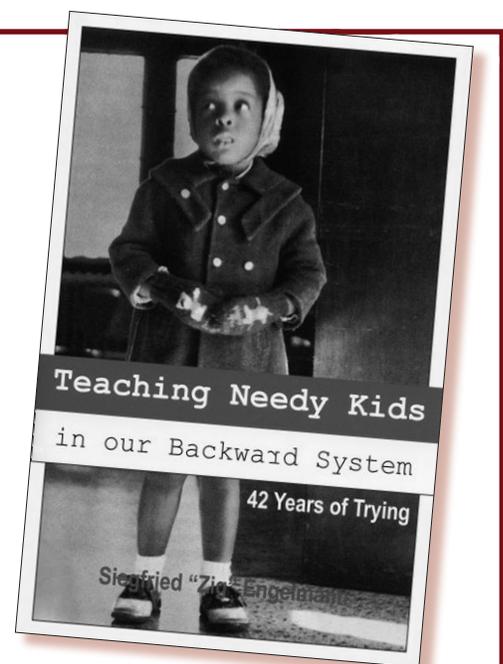
The Association for Direct Instruction is proud to publish Siegfried "Zig" Engelmann's newest book, *Teaching Needy Kids in Our Backward System*. This book chronicles Zig's history in education. More than just a memoir, the book details how our educational system has failed to embrace solutions to problems the establishment claims it wants to solve. You will find this a fascinating read as well as shockingly revealing.

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It is, in other words, a never-ending battle. One thing I know from my up-and-down-and-currently-back-up-again experience at my beloved City Springs is that implementation fidelity is everything, and a high level of implementation certainly does not just happen on its own and, once achieved, a high level of implementation does not remain in place on its own. Teachers need ongoing support and training; keen analysis of student data must happen continuously and that analysis must guide all decisions; a strong

atmosphere of genuine and meaningful encouragement for the students must be fostered; and academic gains must be acknowledged and celebrated.

Implementing all of this simultaneously, in the face of all of the “other” challenges that running a school entails, and achieving academic and behavioral success requires a colossal amount of old-fashioned hard work by a lot of dedicated people. Maintaining such hard-won success is, quite literally, a never-ending battle. When I

stand at the top of the stairs every morning, greeting 605 young and smiling children as they venture forward into the start of another day, I think with excitement about the possibilities that await them in their future because we are truly educating them.

My excitement for their future makes me don my armor and happily join the battle each and every day for the rest of my life.

Because some battles really are worth fighting. *ADI*

DON CRAWFORD and RANDI SAULTER

You may be a real teacher if...

Over the years I have seen many people present Direct Instruction (DI) programs who made me wonder. I mean, they were teachers. They had the right clothes, they were in front of the class. They were in possession of the Teacher Presentation Book. They were the only adults in the room, but...I couldn't and wouldn't call them REAL teachers. These adults read the scripts, asked the questions, corrected the student work, and did what was asked of them without really appearing to be very interested in the results. I continue to see them today. They are passive when problems are noted, or when some students don't learn, or don't pay attention, or don't do their work. They just keep reading the scripts and moving on—usually blaming someone else for too much pressure regarding lesson progress or mentioning that Johnny never has breakfast or that Susie was just having a bad day again. The majority do what is demanded of them, but most of the time they seem to be on auto pilot. Administrators often have a difficult time putting their finger on what is wrong, or what these folks should change. Coaches who work with them make suggestions and these individuals follow the suggestion for a while and then stop. Or coaches note that these folks are sort of doing what they've been told to do, but somehow

it just doesn't work, it isn't effective. Someone will model or do demonstration lessons during which the students seem to come to life and demonstrate success and mastery, but it doesn't seem to help. What is the underlying problem? My diagnosis is that these people are just not REAL teachers. Even though they can't seem to do it, when I listen to these adults complain about the curriculum or the students I want to tell these people, “Just go in that room and be a teacher!”

So what's a REAL teacher you ask? Well, it is not primarily the credential or license. Plenty of people with teaching credentials or licenses are not, to my way of thinking, REAL teachers. On the other hand, many people learn to be REAL teachers as they are going through education classes—and when they discover DI they take to it like a Paula Deen to butter! And there are a few people who are REAL teachers having learned how to teach utilizing DI curriculum, without taking any education classes. Who are the REAL teachers? Here are ten signs you may be a REAL teacher.

1. **You may be a real teacher if you are motivated by seeing your students learn.** Using DI curriculum makes you happy because you can see that your students are learning new things that

you have taught them. The success of your students is the ultimate pay-off for you. Recognition from your peers is fine, but what really puts the swagger in your walk is that spark in a child's eye when he “gets it.” If you are a REAL teacher you will keep working to see that spark and you are looking for it all the time. The biggest award comes after a child has had a tough time learning a concept or remembering an answer and they finally get it right. People who aren't REAL teachers are just annoyed that it was hard and aren't reinforced by the eventual success.

2. **You may be a REAL teacher if your students know that you think their success is important.** You get excited when students are getting it right the first time and they feel it. Your students know

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that learning the lesson is the point of the activity and that you care about whether or not they learn. They are motivated to give it their best because learning is important. Your students know that you are impressed by students who are listening, participating and learning. You walk like learning is important. You talk like learning is important and you do the happy dance when your students are learning. Together as a group, your focus is on learning and getting smarter rather than just getting the work done. People who aren't REAL teachers can't motivate themselves or their students to do more than just go through the motions.

3. **You may be a REAL teacher if you check for understanding more than is written in the script.** REAL teachers care if their students are learning. If you're a REAL teacher the main focus throughout your lessons is to discover whether students have learned what you just (think) you taught. You like DI curriculum because it includes lots of opportunities for students to respond and demonstrate that they have learned. REAL teachers are not content with group unison responses that sound good. They are watching to see if *everyone* is answering. They are listening hard

to hear if there are any errors. REAL teachers are alert to signs that any of their students are not answering "con gusto" – like they are still somewhat unsure. A REAL teacher asks a question to see if students need more help to learn something, even when there is no scripted question. People who aren't REAL teachers can't imagine why someone would ask more questions than are in the script.

4. **You may be a REAL teacher if you give individual turns even when the script doesn't require it.** REAL teachers want to be sure that ALL of their students have learned. When they find themselves unsure that ALL of their students have mastery of a concept, they gather more data. So REAL teachers spontaneously give some individual turns whenever they have any doubt about mastery. REAL teachers are sure to ask questions of the students about whom they are unsure. People who aren't REAL teachers (not you!) don't give individual turns unless the script tells them to and sometimes not even then.
5. **You may be a REAL teacher if you are curious about whether your students are getting the right answers.** After you have taught a lesson and started students on their independent work,

you can't help but be curious about whether or not students can do what you just taught. I mean come on people. We just HAVE TO KNOW! So when your kiddos begin working, you want to go look at their answers to see if they are correct. You don't want to wait until the next day—you want to know right now—so you circulate in the classroom looking over the shoulders of your students to see what they are writing. You might even take the answer key with you to be sure, but you are very curious about what is being written. A REAL teacher can't help but show some pride and joy when the students are getting it right—and to show disappointment when they aren't. People who aren't real teachers can be found at their desks answering emails and shopping for tulip bulbs online.

6. **You may be a REAL teacher if you want to analyze student tests and work for error patterns.** A REAL teacher is disappointed when students don't "get it" and wants to find out why. Not everyone gets training in analyzing tests in the most efficient manner, but REAL teachers begin trying to find patterns even before they have a systematic method to do so.

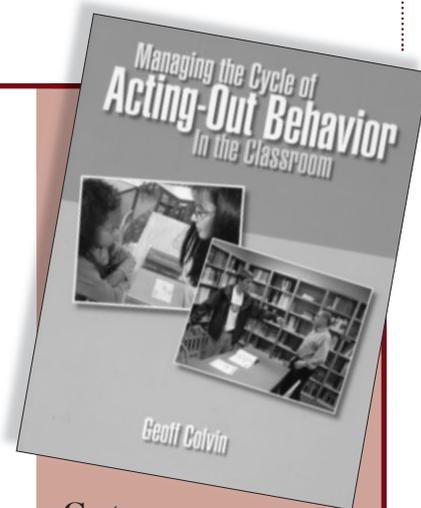
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Managing the Cycle of Acting-Out Behavior in the Classroom

Geoff Colvin

This text is based on Dr. Colvin's 25 years of experience and research in working with the full range of problem behavior. He presents a model for describing acting-out behavior in terms of seven phases.

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7. **You may be a REAL teacher if you brag about your students to other adults.** If you are a REAL teacher you are invested in the accomplishments of your students. When they work hard and do well you are excited and impressed. You want to tell other teachers, administrators, parents—pretty much anyone who walks by—what great things your students are doing. A REAL teacher thinks the achievement of his/her students is very important and exciting. If you just

have to tell someone (or bust!) about what your students can do then you may be a REAL teacher.

8. **You may be a REAL teacher if you want to display the best work your students do.** Again, a REAL teacher is working hard to help students learn, and when they do good work, well, everyone should see it! Because learning and improvement are the name of your game, you only want to celebrate the best work your students are doing. You want to put up the student papers of which you and the students are proud. It matters, so you don't pretend to be proud of work that wasn't a good effort. However, when someone does exceptionally good work it goes up for everyone to see—because this is important to you.

9. **You may be a REAL teacher if your students want to show their work to you.** REAL teachers can't help but be excited about student learning and success. This is what keeps them in the business of education. As a result, REAL teachers show real excitement and

enthusiasm for student achievement that can't help but affect children. Then the students want to do well and want the teacher to see that. They bring their best papers to you and their best efforts to you because they know you care. You can be counted on to be interested in their achievement—so they share it with you.

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A Dose of DI from Donna

For more tips see
www.myconquestconsulting.com

A tip for those using *Decoding B1* and *B2* (and the first lessons of *Decoding C*):

During the Board Work exercises (Internal Vowel Conversions, Endings Buildup, Consonant Conversions), write only the first list of words. After the students have read the words (as per the scripted presentation), *change only the part of the word that the format calls for in order to make the new word.* Do not write a whole new word, and do not list all the words covered in this part of the lesson in columns on the board. This exercise is not about reading a

bunch of words; rather, it is about strengthening word attack skills as students learn to notice changes within a word that result in a new word.

In the first level of *Reading Mastery*, when working with irregular (or "funny") words, always follow the prescribed wording and format found in the lesson! When asked to "sound out" an irregular word, be sure students are saying the sounds correctly. Example: When sounding out the word "said", students should say "sssaaaiiid", not "sssseeed". (You should hear each sound as it would be made if it appeared in isolation.) Even though you cannot "say-it-fast." the stu-

dents will still make the connection and be able to successfully read that word.

(Consider the sound YOU make when you see "ph" within a word. You know that "p" and "h" next to each other say "fff". Similarly, your students will know that "s", "a", "i" and "d" next to each other say "said".) This strategy works if you use it *consistently!*

Be sure your students are tracking during story reading! To encourage tracking while students take turns reading the story aloud or while the teacher rereads part of the story, institute a new policy: *Lose your place, lose your turn, and it counts as an error.* Call on another reader, then be sure to help the first reader find the place... then return to that

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after that first “fast” sound. To help them do this, start the task with your finger *under the first sound*, rather than on the Get Ready ball. Then, after saying, “Get ready...”, loop your finger to the second sound as the students blend the first two sounds together.

As you complete the group presentation for each page of the teacher presentation book, be sure to immediately present individual turns to the group. During this check of mastery, the goal is to have *all* students participating in every

task—but only one responding out loud. Follow this format:

Say, “Time for individual turns. Listen for your name...”

In an unpredictable order, point to the first sound/word *and pause*. (This is student think time!)

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MARTIN KOZLOFF, University of North Carolina

MARTIN'S MUSINGS

Procedures for Teaching the Six Kinds of Knowledge

1. There are six features of reality that humans can learn about—given our “learning mechanism” (Engelmann and Carnine, 1992): Facts, Lists, Sensory Concepts, Higher-Order Concepts, Rules, and Routines
2. There are six kinds of knowledge we can store and communicate (teach) through sculpture, painting, music, and language: Facts, Lists, Sensory Concepts, Higher-Order Concepts, Rules, and Routines
3. There are six kinds of simple declarative STATEMENTS—of Facts, Lists, Sensory Concepts, Higher-Order Concepts, Rules, and Routines—that represent reality and communicate our representations.
4. Some knowledge can be stored and communicated with ONE declarative statement—e.g., facts, short lists, concept definitions, and rules.
5. Other knowledge takes a sequence of declarative statements—e.g., long lists and routines such as descriptions, logical arguments,

explanations, problem solutions, tasks within lessons, and whole lessons.

Note well. You almost NEVER teach a fact, list, concept, rule, or routine by itself. You would teach one of these in a TASK that is part of a LESSON. For example, you might teach a list of facts about nuclear power before you present a list of advantages and risks. You might teach a set of concepts (such as metaphor, symbolism, onomatopoeia) before you teach students to analyze poems that use metaphor, symbolism, and onomatopoeia. You might teach several rules about solving equations before you teach the routine for solving equations. So, the procedures below for teaching the six kinds of knowledge would be used as a SMALL part of the lesson. You have to BEGIN planning with the terminal objective for the lesson. What do you want students to DO? Then work backwards. You want to end up with a sequence of tasks that USE what was taught earlier and also teach what is needed later. Each task would teach one or two of the KINDS of knowledge. Let's look

at each kind of knowledge = each kind of declarative statement for storing and communicating knowledge. Ready?

Fact knowledge. *A subject that is a particular thing has a feature.*

- a. “The main export of Saudi Arabia (subject: a thing that is particular) is oil (predicate: tells more about the subject).”
- b. “The U.S. Constitution (subject: a document that is particular—not all constitutions, only the U.S. Constitution) was written in 1787 (predicate tells a feature of the U.S. constitution).”
- c. “The Communist leaders Lenin and Stalin (USSR) and MAO (China PRC) (subject: a group that is particular) killed at least 150 million of their own citizens (predicate: tells a feature of the group).”

Teach directly by stating the fact and having students memorize it.

1. “Boys and girls. New fact. Get ready to (hear it, read it, listen for it).” [Gain attention and frame instruction.]
2. “The Battle at Thermopylae, which was between several thousand Greeks and at least 100,000 Persians, was in 480 BCE.” [model]
3. “Say that fact with me” ... [lead]

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2. “The Battle at Thermopylae, which was between several thousand Greeks and at least 100,000 Persians, was in 480 BCE.” [model]
3. “Say that fact with me” ... [lead]

4. “Your turn. When was the Battle at Thermopylae?” ... Or, “Tell me a fact about the Battle at Thermopylae.” [immediate acquisition test/check]
5. When students give the right answer, say, “Yes, the Battle at Thermopylae was in 480 BCE.” [verification]
6. After you have taught several facts, test all of them. “I’ll say a subject and you tell me something about that subject...Get ready...Thermopylae...” [delayed acquisition test]

Practice.

Here’s something on Nicola Tesla.
<http://www.teslasociety.com/biography.htm>

Nikola Tesla was born into a Serb family in the hamlet of Smiljan on July 9, 1856, in the then-Austro-Hungarian border province of Lika/Serbian Krajina (from 1995 part of Croatia) and died January 7, 1943 in New York. His parents were Rev. Milutin Tesla, priest of Serb Orthodox Church, and mother Djouka from the Mandic family. Nikola Tesla was the electrical engineer who invented the AC (alternating current) induction motor, which made the universal transmission and distribution of electricity possible.

1. Find three facts
2. State each fact in proper form: subject → predicate that tells more.
3. Write a procedure for teaching the three facts at ONE time—right before the students will use them.

Gain attention:

Frame:

Model: Hint: “First fact...”

Lead:

Immediate acquisition test/check:

Verification:

Test/check ALL:

In case of error, what is the correct?

Model—test.

List knowledge. *A subject that may be a thing that is particular or may be a class of things that has several features.*

- (1) Sometimes you want students simply to learn a list by rote because they will be reading about the items many times. Knowing the list prepares them.
- (2) Other times, the objective is for students to FIND and ORGANIZE items found in text, as one part of comprehending text. “So, what does this document say about...?” The following contain obvious lists that can be learned by memorization.

Here’s the first kind of list. Students learn it by rote memorization.

- a. “The four largest moons of Jupiter (subject) are Io, Europa, Ganymede, and Callisto. (predicate: tells several things about the subject).” [This could be learned in one task.]
- b. “Sugar (subject) consists of three elements: carbon, hydrogen, and oxygen (predicate: tells several things about the subject).” [This could be learned in one task.]
- c. “The main reasons for the decline and fall of Rome (subject: a thing that is particular—not all civilizations, just Rome) were (1) overabundance; (2) overextension of territory; (3) political corruption; (4) excessive

public expenditures; (5) moral decay; and (6) loss of patriotism (predicate: tells more—features of the decline of Rome).” Note, if you studied enough civilizations, you might be able to make a list of causes for the decline of the whole class of things that are civilizations, not just an EXAMPLE of one. This would be a statement about a concept: “All civilizations that decline had the following features...”

[This would be gone OVER in one task and then repeated in the next lessons. By repetition, it will be learned.]

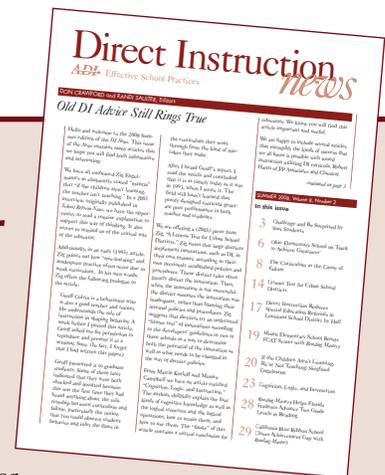
- d. Cells have parts that perform certain functions: (1) Cell (plasma) membrane controls entry into and out of cell; (2) Cell wall shapes and supports a plant cell; (3) Chlorophyll traps light and is used to produce food for plants; (4) Chloroplasts food for plant cells is made here; (5) Chromosomes contain code which guide all cell activities; (6) Cytoplasm jellylike substance within cell; (7) Endoplasmic reticulum surface for chemical

Dear friends in the DI community,

What do you remember most about your first experience seeing or using DI?

You no doubt have plenty of stories to share about your first time with Direct Instruction, whether it was 30 years ago or last month. We hope to hear these stories—and learn from them—in upcoming issues of the DI News.

Send us your responses—short answers are fine—to Don Crawford, dc0843@aol.com, or Randi Sautler, itsrandi@aol.com. Let us know your name and your affiliation (school, organization, synagogue, rifle club, political party, etc.). Have a good idea for a future question? Let us know that, too! —Don & Randi, editors



activity; (8) Golgi bodies stores and releases chemicals; (9) Lysosome digestion center; (10) Microtubule hollow cylinder that supports and shapes cell; (11) Mitochondria “powerhouse” of cell; (12) Nuclear membrane holds nucleus together; (13) Nucleolus spherical body within nucleus; (14) Nucleus chromosomes are found here; (15) Plastid stores food or contains pigment; (16) Ribosomes where proteins are made; (17) Vacuole contains water and dissolved mineral.” [This would be gone OVER in one task and then repeated in the next lessons. By repetition, it will be learned.]

<http://education.sdsc.edu/download/enrich/cellstudy.pdf>

When you want students simply to learn a list by memorization, teach directly by stating several items on the list and having students memorize them. Repeat until students can say the whole list. A long list may take several days to firm up.

1. “Class. Here’s the list of main battles in the Greco-Persian War. Get ready to write them down.” [Gain attention and focus. Frame the task.] “Marathon, Thermopylae, Salamis, Plataea.”
2. “Here we go. Marathon, Thermopylae.” [model] Point to map locations.

3. “Say those two with me.” ... [lead]
4. “Say those two by yourselves.” [test/check]
5. “Yes, Marathon, Thermopylae.” [verification]
6. “Next, Salamis and Plataea.” [model]
7. “Say those two with me.” [lead]
8. “Now by yourself.” [test/check]
9. “Yes, Salamis and Plataea.” [verification]
10. “Now I’ll say all four. Marathon, Thermopylae, Salamis, Plataea.”
11. “Say all four with me.” [lead]
12. “Your turn. Say all four.” [test/check]
13. “Yes, Marathon, Thermopylae, Salamis, Plataea. You are so smart.” [verification]

Now that students can SAY the list, you might continue with the next task—identify the location of each battle?... This is Marathon. What battle?... This is Thermopylae. What battle?... This is Salamis. What battle?... This is Plataea. What battle?... Now, I’ll say a name and you point to the location.”

Practice.

Write a script for teaching one of the above lists—a, b, c, d...

Here’s the second kind of list: items embedded in a document. Instead of YOU teaching the list by rote, as above (telling students the items), the objective is for students to FIND and ORGANIZE items found in text, as one part of comprehending text.

When you want students to find items in a text and then to organize them in a list, teach by:

- (1) *Model how to find items, and have students say the item.*
- (2) *Make a running list of the items, and have students do this with you.*
- (3) *Say the whole list, and then have students say it.*

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.

- (4) *Show students new text and help them to find and list the items. For example, “What is the subject of THIS text? What is the thing the text is telling about?... That is the subject. Okay, now find a sentence that tells SOME-THING about the subject. Number it number 1 (and maybe underline it). Now find the next sentence that tells something about the subject. Number it number 2... [Repeat until done.] Now say the subject and read the whole numbered list of items that tell about the subject.”*

Here’s part of a speech given by Patrick Henry (1736-1799) who wanted strong state governments and a weak central government, which he feared would eventually become a tyranny. He is presenting his case against the Constitution just written—that it would not prevent tyranny. He uses powerful language, but basically he LISTS weaknesses of the Constitution. I have added comments and have numbered what I think are items on the list.

“This Constitution is said to have beautiful features; but when I come to examine these features, sir, they [SUBJECT!] appear to me horribly frightful. Among other deformities, (1) it has an awful squinting; *it squints toward monarchy*, and does this not raise indignation in the breast of every true American? Your president may easily become king. (2) *Your Senate is so imperfectly constructed* that your dearest rights may be sacrificed to what may be a small minority; and a very small minority may continue for ever unchangeably this government, altho horribly defective. (3) *Where are your checks in this government?* Your strongholds will be in the hands of your enemies. (4) It is on a supposition that your American governors shall be honest that all the good qualities of this government are founded; but its defective and imperfect construction *puts it in their power to perpetrate the worst of mischiefs should they be bad men*; and, sir, would not all the

world, from the Eastern to the Western Hemisphere, blame our distracted folly in resting our rights upon the contingency of our rulers being good or bad?... (5) Away with your president! We shall have a king; *the army will salute him monarch*; your militia will leave you, and assist in making him king, and fight against you: and *what have you to oppose this force?* What then will become of you and your rights? Will not absolute despotism ensue?” [Patrick Henry, anti-federalist, speech against ratifying Constitution. 1788]

Practice.

Write a script teaching students to find and make a list of items. Use the procedure above.

Sensory concept knowledge. *Particular things that have certain common features are grouped into classes. The features are tangible; you can see, hear, feel, smell, taste them. Any example shows all the defining features.*

“This is straight.” “This is blue.”
“This is a triangle.” (Figure 1)

Teach directly by

1. Present/model a range of examples that differ in irrelevant features (features that do not define the concept), but all the examples are the same in the defining feature (e.g. color)—to allow comparison, and therefore to identify sameness.
2. Juxtapose (put next to each other) examples and nonexamples that are the same in the irrelevant features, but are different in the defining feature—to show contrast, so students identify differences in the features (the defining features) that make the difference.
3. Test with all examples and nonexamples (delayed acquisition test).
4. Use new examples and nonexamples to test generalization.

Practice.

Write a procedure for teaching two of the following: on, straight, triangle, steeper.

Higher-order, or abstract concept knowledge. *Particular things that have certain common features are grouped into classes—justice, trust, economy, family, galaxy, republic. Some of the features of examples are not tangible—you can’t see, hear, touch, smell, or taste them. Also, the features may be spread out in time and place. Therefore, unlike sensory concepts—such as triangle and red—you can’t easily show examples.*

You can teach higher-order concepts two ways: (1) with synonyms (as long as the concept has FEW features and students KNOW the synonyms); and (2) with verbal definitions followed by examples and nonexamples (when the concept has many features that must be identified).

Teach directly by

a. *Teaching concepts with synonyms.*

1. Say the new word—huge.
2. Say the synonym for the new word. “Huge means very big.”
3. Check to see that students get the connection. “What’s another way to say very big? Huge. What’s another way to say huge? Very big.”
4. Have students use the new word (and its synonymous meaning) to answer questions. “Jim put a toy in his pocket. Was the toy huge or not huge?” “How do you know?”
5. Have students replace the synonym with the new word. “Listen. My dog is very big. Say that sentence with our new word.” My dog is huge.

Sometimes you’ll teach concepts with synonyms BEFORE you and students work on a text with the new concepts.

Figure 1
Sensory concept knowledge

“This  is straight.”

“This  is black.”

“This  is a triangle.”

“Boys and girls. Here are three new words. huge, abandon, and dissolve.”

And sometimes you'll teach concepts with synonyms WHILE you and students work on a text. Here's the first paragraph of the Declaration of Independence. Teaching the new concepts IN the CONTEXT OF THEIR USE may make their meaning clearer than if taught in isolation.

When in the Course of human events [“Course of human events means history.”] it becomes necessary for one people [“Means a large group, as colonists, or English Peoples, that has a common identity, and inhabits a territory it claims to be theirs.”] to dissolve the political bands [“Means end a political relationship between a ruling group—the British government—and a subject group—the colonists”] which have connected them with another and to assume among the powers of the earth [“That is, other nations.”], the separate and equal station to which the Laws of Nature [“Means physical laws about how things work. He's making the claim that splitting from British rule is not just a frivolous choice, but that human beings are designed by nature to reject tyranny.”] and of Nature's God [“Means the God that made nature as it is. So, the desire to split from British rule is part of God's plan.”] entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel [“Motivate them strongly and irresistibly.”] them to the separation [“That is, dissolving the political bands.”].

Practice.

Write a procedure for teaching three of the following with synonyms: unalienable right, dictator, abridge, adulterate, abandon, nurture, respiratory viral infection, neonate, automobile, dweeb.

b. *Teaching concepts with verbal definitions and examples.* (Figure 2)

1. *Say the verbal definition in the form of a simple declarative statement of subject... (genus...and difference = predicate).*

“Oligarch (subject-concept) is a political system (genus in which oligarchy is located) ruled by a small group, usually for corrupt or self-serving motives (the difference between oligarchy and other political systems, such as republics, aristocracies, and theocracies).”

2. *Test to ensure that students have memorized the definition.*
3. *Give examples and nonexamples of the concept. Make sure examples clearly reveal the features identified in the definition, and that nonexamples clearly do not have the defining features. Point this out.*
4. *Give the examples and nonexamples one at a time. Ask, “Is this X?” When students answer, ask “How do you know?” Help students to use the definition to justify correct answers and to correct incorrect answers.*
5. *Give new examples and nonexamples to build generalization. Repeat step 4.*

Practice.

Write a procedure for using verbal definitions and examples/nonexamples for teaching the following concepts. Make sure, first, that YOU can state the def-

inition using method of subject...genus and difference.

Manslaughter is the killing a man with design, but in a sudden gust of passion, and when the killer has not had time to cool. [Memoir, Correspondence, and Miscellanies, From the Papers of Thomas Jefferson.] [hint. Examples of manslaughter vs. nonexamples, e.g., murder, accident.]

Party is a body of men united, for promoting by their joint endeavours the national interest, upon some particular principle in which they are all agreed. [Edmund Burke. 1730-1797. Selections from the Speeches and Writings of Edmund Burke.]

Rule knowledge. *Rule knowledge is of connections between classes of things—concepts. Some connections are categorical and some are causal or hypothetical.*

Categorical relationships and rules. One class is inside, outside, or partly inside another. (Figure 3)

Teach directly by:

1. *Stating and having students repeat the categorical rule.*
2. *Illustrating the rule with a diagram.*
3. *Giving examples of the subject (e.g., mass democracy) and asking if it is in the class of things that become corrupt. Correct errors by repeating the rule, having students examine the diagram (“See, all mass democracies are INSIDE the class of things that become corrupt. Dystopia is a mass democracy. So will it become corrupt?”)*

Practice.

Only God and man's folly are eternal.

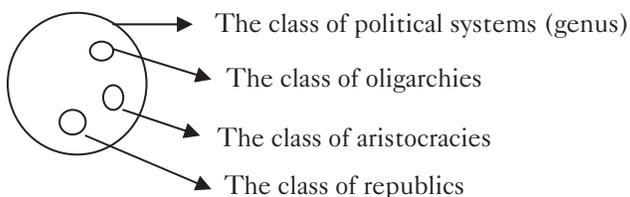
Restate as two categorical propositions that connect God, man's folly, and things that are eternal.

“Government, even its best state, is but a necessary evil; in its worst state, an intolerable one.” [Thomas Paine]

Two categorical propositions. Restate in the form (All, Some, No) X is P. (hint. The two

Figure 2

Teaching concepts with verbal definitions



larger categories—X's—are things that are necessary evils and things that are intolerable evils.)

“The qualifications for self-government in society are not innate. They are the result of habit and long training.” [Jefferson. 1824, March 27. To Edward Everett]

Two categorical propositions. Restate in the form, No X is Y. And All X is Y. (hint. “They” refers to “qualifications for self-government.”)

Causal/hypothetical rules. One class predicts, causes, or changes along with another class.

“The more a ruling class uses coercive force on citizens, the lower its legitimacy rate to the citizens.”

“The more a ruling class uses coercive force on citizens, the lower its legitimacy to the citizens. The lower the legitimacy of a ruling class, the more citizens oppose rule. The more citizens oppose rule, the more coercive forces the ruling class uses. The more coercive forces the ruling class uses, the lower its legitimacy...” [Reciprocal]

“If and only if there is sufficient oxygen will there be ignition.”

You can teach causal rules two ways.

- a. Directly or deductively. Use this method when KNOWING the rule right now is important.

For example, students will use the rule to interpret text.

- (1) Say the rule and have students repeat it.
- (2) Present examples that reveal and confirm the rule. Point out how.
- (3) Contrast with nonexamples that do not conform to the rule. Point out how.
- (4) Give more examples and nonexamples and ask, “Does this fit the rule?...”

How do you know?” Students USE the rule to justify their answer.

- b. Indirectly or inductively. Use this method when FIGURING OUT the rule is one of the objectives.

- (1) Pre-teach students to examine examples such as graphs and verbal descriptions.
- (2) Pre-teach students to compare and contrast examples, to identify what things change together. “When the number of orders for gold was higher, the price was higher. When the number of orders for motor scooters was higher, the price was higher.”
- (3) Teach students to summarize their comparison and contrasts of examples with a simple declarative rule statement. “When orders increase, price increases.”
- (4) When students have acquired these pre-skills, present examples that

clearly reveal the rules; have them describe examples; have them compare and contrast examples; have them state the rule that connects change in one variable to change in the other variable.

Table 1 shows data that reveals a causal rule.

Routine knowledge. Routines are sequences that have an outcome. The sequences might be in nature or in human action. Examples include the process of rise and decline of civilizations, solving problems, writing essays, describing an event, delivering a logical argument. In each case, a person performs a set of steps.

Here are some common kinds of routines.

1. A task routine IN a lesson A sequence of declarative statements. For example, it might take five or

Figure 3

Categorical relationships and rules

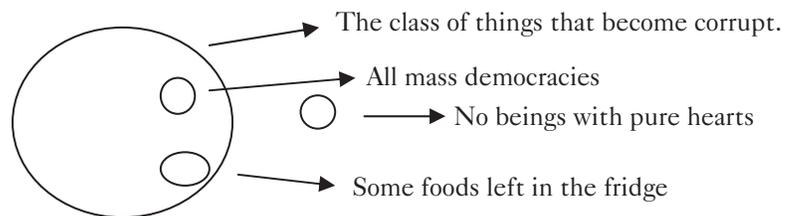


Table 1

Does the rate of suicide vary with the cohesiveness and extensiveness of doctrine? [From Emile Durkheim. Suicide.]

Average of Suicides per Million Inhabitants	Religions are arranged from least to most cohesive and extensive in doctrine
190	Protestant States
96	Mixed States (Protestant and Catholic)
58	Catholic States
40	Greek Catholic States

six statements to teach the sound that goes with a letter.

“Here (subject) is a new sound (predicate).”

“When I touch under the sound (subject) I’ll say the sound (predicate).”

“fff.”

“You (subject) say it with me (predicate).” *fff*

“What (subject) is the sound (predicate)?” *fff*

“Yes, the sound (subject) is fff (predicate).”

2. Description routines A sequence of declarative statements that list features of a subject. (Figure 4)

“The M1 Garand rifle fires 30.06 ammunition.”

“The M1 Garand rifle is gas operated and semi-automatic.”

“The M1 Garand rifle is clip fed.”

“The M1 Garand rifle is disassembled into three main groups: trigger housing, stock, receiver.”

“The M1 Garand rifle can inflict casualty at 875 yards or more.”

“The M1 Garand rifle was invented by John Garand.”

“The M1 Garand rifle was used primarily in WW II and the Korean War.”

“The M1 Garand rifle can be purchased by civilians.”

3. Argument routines that make a case for a conclusion For instance, a sequence of declarative statements that (1) tell evidence that Mavis Tramp dispatched Sir Reginald “Twat” Twattington in the billiard room, and (2) end with a conclusion drawn from the evidence.

Prosecuting Attorney Melvin “Ned” Schnavelly. Closing argument.

“Ladies and gentlemen of the jury, Mavis Tramp hated Sir Reginald. He’d made fun of her hairdo on three occasions, saying she looked like a parrot that had been dragged backward through a bush. Second, Mavis Tramp was holding a recently fired .38 caliber revolver when police arrived at the scene of the crime. Third, Sir Reginald had been shot BY THAT .38 caliber revolver. Fourth, forensic tests showed conclusively that both of Mavis Tramp’s hands were covered with residue of burnt gun powder. Fifth, no one else was in the Twattington mansion for two hours prior and three hours after Sir Reginald was shot. And sixth, Sir Reginald had taken a photo of his assassination with a digital camera purchased from Mel and Ned’s Electronics and Hairdo World. The photo showed Mavis Tramp pointing a .38 caliber revolver—the same revolver found on her person—at Sir Reginald! Ladies and gentlemen of the jury, the facts point to one person and one person only. That

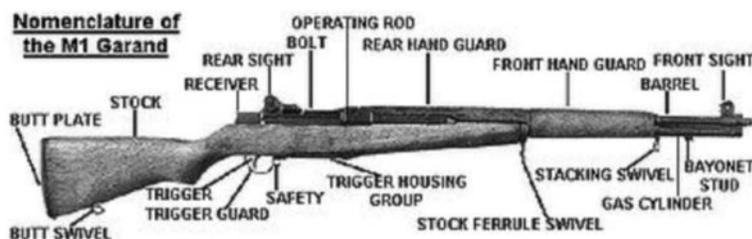
tramp, Mavis Tramp. Your only verdict can be GUILTY!”

4. Explanation routines For example, a series of declarative statements (1) tell a theory of cultural, economic, and political decay; followed by (2) facts about Rome that MAP onto the theory—the theory says that W kinds of events happen, leading to X kinds of events, leading to Y kinds of events, and ending with Z kinds of events; and (3) that describes Rome. Therefore, the decline of Rome is seen as an EXAMPLE of (and therefore is explained by) the theory. Here’s an excerpt from Gibbon.

It was scarcely possible that the eyes of contemporaries should discover in the public felicity the latent causes of decay and corruption. This long peace, and the uniform government of the Romans, introduced a slow and secret poison into the vitals of the empire. The minds of men were gradually reduced to the same level, the fire of genius was extinguished, and even the military spirit evaporated. The natives of Europe were brave and robust. Spain, Gaul, Britain, and Illyricum supplied the legions with excellent soldiers, and constituted the real strength of the monarchy. Their personal valor remained, but they no longer possessed that public courage which is nourished by the love of independence, the sense of national honor, the presence of danger, and the habit of command. They received laws and governors from the will of their sovereign, and trusted for their defence to a mercenary army. The posterity of their boldest leaders was contented with the rank of citizens and subjects. The most aspiring spirits resorted to the court or standard of the emperors; and the deserted provinces, deprived of political strength or union, insensibly sunk into the languid indifference of private life. 61 [History of the Decline and Fall

Figure 4

Routine knowledge



of the Roman Empire, Vol. 1, Edward Gibbon, 1782]

Hard to make sense of written that way, isn't it? Okay, here's the same excerpt. This time I've (1) added comments and synonyms; and (2) numbered the main statements that explain the decline of Rome.

It was scarcely possible that the eyes of contemporaries should discover in the public felicity [ease of life] the latent causes of decay and corruption. [1] This long peace, and the [2] uniform government of the Romans [same from year to year across the empire], introduced a slow and secret poison into the vitals of the empire. [3] The minds of men were gradually reduced to the same level [less distinction in terms of intelligence and skill], [4] the fire of genius was extinguished, and [5] even the military spirit evaporated. The natives of Europe were brave and robust. Spain, Gaul, Britain, and

Illyricum supplied the legions with excellent soldiers, and constituted the real strength of the monarchy. Their personal valor remained, but [6] they no longer possessed that public courage which is nourished by the love of independence, the sense of national honor, the presence of danger, and the habit of command. [7] They received laws and governors from the will of their sovereign, and [8] trusted for their defence to a mercenary army. [9] The posterity of their boldest leaders was contented with the rank of citizens and subjects. [10] The most aspiring spirits resorted to the court or standard of the emperors; and [11] the deserted provinces, deprived of political strength or union, insensibly sunk into the languid indifference of private life. 61 [History of the Decline and Fall of the Roman Empire, Vol. 1, Edward Gibbon, 1782]

This time, I restate the above sentences as simple declarative statements, and I rearrange them one after the other in the CASUAL sequence stated by Gibbon. Now, you can see how Gibbon is explaining the decline of Rome with a theory that SUGGESTS rules about how one set of events leads to another.

1. When public life becomes easy, it sets in motion the decline of civilization. [Main rule]
2. Peace and stable government foster changes that are hard to notice.
3. Peace and stable government [require less critical thinking = implied rule]
4. Peace and stable government foster a taken-for-granted attitude.
5. The more critical thinking decreases, the more the level of intellect decreases.
6. The decrease in critical thinking and intellect affects all social classes.

Now available from ADI

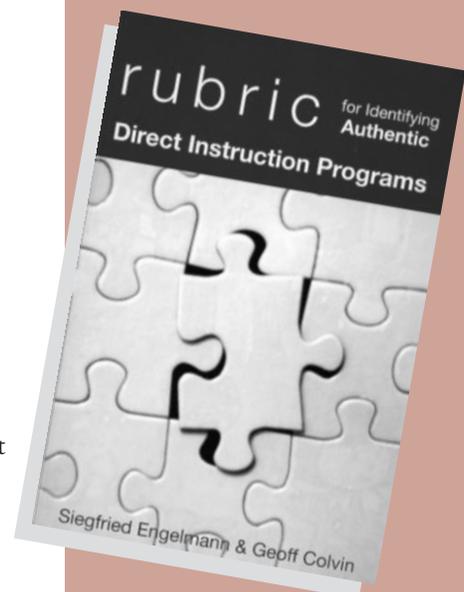
Rubric for Identifying Authentic Direct Instruction Programs

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



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7. Critical thinking and intellect decrease to the point that all social classes think at the same low level.
8. As critical thinking and intellect decrease, the drive for ingenuity and excellence decreases.
9. As citizens take peace and stable government for granted, the military spirit decreases.
10. As citizens take peace and stable government for granted, national honor, love of independence, concern for the presence of danger, and the sense of obligation to obey authority decreases.
11. As critical thinking, intellect, the drive for ingenuity and excellence, love of independence, and a sense of obligation to obey authority decrease, citizens become more likely to choose stable and secure lives, such as working for the government and not serving in the legions.

12. These changes in Rome are duplicated in its provinces.

Teach directly by:

1. *Briefly modeling or giving an overview of the routine or sequence.*
2. *Model each step; lead students through it; and then have students do it.*
3. *Model several steps in a row and have students repeat them.*
4. *Continue until students perform the routine independently.*
5. *Correct any errors by modeling the correct response and/or firming weak elements. Then have students back up several steps and start over.*

Practice.

Write a procedure for teaching the FOIL routine. What are the elements? Make sure you teach them.

More practice.

Write a procedure for teaching kids to say (not read) words slowly (segment) sam... sssaaamm and then to say them fast (blend) rrrruunnn... run. Use five examples in your acquisition set. **ADI**

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