McGraw Hill Education

DIRECT INSTRUCTION

DIRECT INSTRUCTION
DI:WHY?
Proof. Performance. Progress.

6 Steps to Mastery
The Guidebook

DI:WHY?

Today's rigorous standards challenge schools to prepare all students for the demands of 21st century college and careers. But some student populations struggle to reach grade level and perform well on high-stakes tests. Regardless of the reason, Direct Instruction (DI) programs have the power to turn their lives around.

The DI method is extensively tested and proven to transform students into confident learners who meet or surpass grade-level expectations in reading, language arts, and math. Direct Instruction gives schools a clear path to achieving annual progress toward universal reading and math proficiency.

Proof. Performance. Progress.

Proof

DI delivers evidence-based results.

Performance

DI raises teacher effectiveness as well as student achievement.
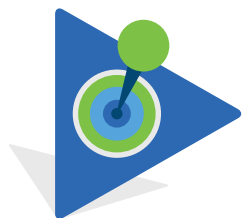
Progress

DI ensures that schools meet academic goals.

DIRECT INSTRUCTION

- Reading
- Math
- Language Arts
- Data Management

6 Steps to Mastery

Carefully crafted and informed by the latest research, the DI method enables districts, schools, and individual teachers to:

1 Meet the Challenge of teaching all students while reaching those who are seriously at risk.

2 Plan to Succeed in any educational setting.

3 Master the Method and turn educators into curriculum experts.

4 Teach the Method that transforms classrooms.

5 See the Results and be inspired.
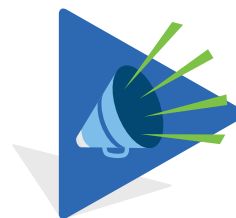
6 Celebrate the Wins year after year!
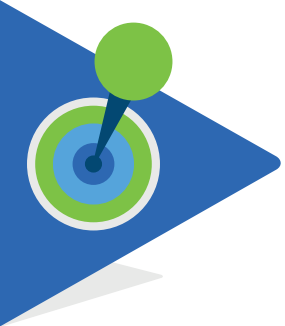
1 Meet the Challenge

A high school diploma is the gateway to college and the workforce. Across the country, students' futures are at risk. It's crucial to reach them before they become dropouts.

A Proven Approach

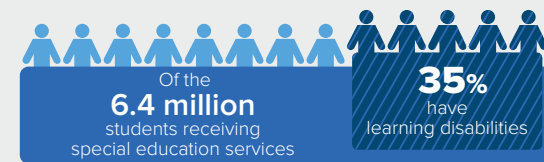The Direct Instruction method is based on two core principles:

1 ▸ **All students can learn** when taught correctly, regardless of history and background.

2 ▸ **All teachers can be successful,** given effective materials and presentation techniques.
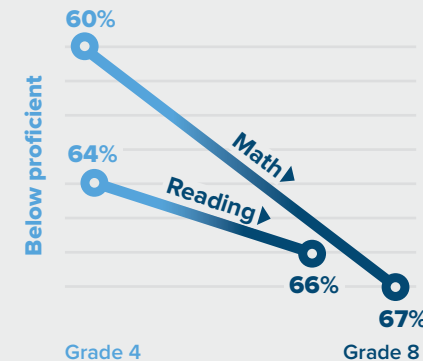
What Makes DI Effective

- Lessons are carefully scaffolded to ensure successful advancement.
- Each lesson contains **20% new content** to keep students moving forward.
- Each lesson contains **80% familiar content** to ensure mastery.
- All students will advance when all have demonstrated mastery.
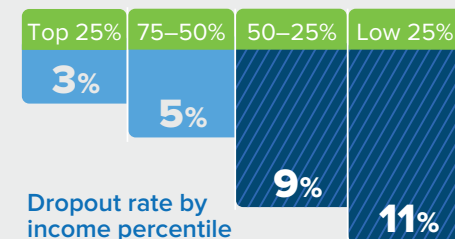- Students are grouped by skill level rather than grade level to ensure that their instructional needs are met.

⬅ **Direct Instruction levels the playing field so that all students experience success.** ➡

Millions of students require extra instructional support to perform at grade level.[1]

Of the
6.4 million
students receiving
special education services

35%
have
learning disabilities

As students approach high school, their test scores decline.[2]

Below proficient

60%
64%

Math ▸
Reading ▸

66%
67%

Grade 4   Grade 8

The lowest-income students have the highest risk of dropping out.[3]

Top 25%	75–50%	50–25%	Low 25%
3%	5%	9%	11%

Dropout rate by income percentile
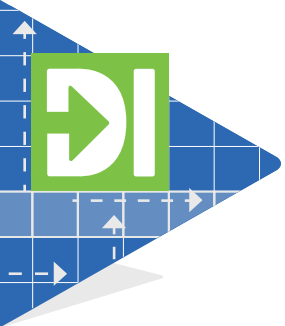
2 Plan to Succeed

Direct Instruction implementations are designed to create environments where teaching and learning are effective, efficient, and intuitive. A systematic approach ensures educator confidence and ongoing student success.
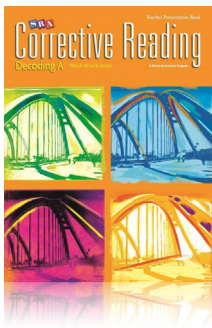
Strategy

McGraw-Hill Education Curriculum Specialists partner with school and district leaders to evaluate needs and develop a plan for success. They help place students in the right DI programs at the appropriate levels before instruction begins. Then, they provide training for everyone who might use DI materials with students, including:

▶ Administrators
▶ Coaches
▶ Intervention Specialists
▶ Title I Teachers
▶ Resource Teachers
▶ Paraprofessionals

Grouping and Scheduling

Curriculum Specialists help DI educators group students by skill level and coordinate their schedules to ensure adequate instructional time.
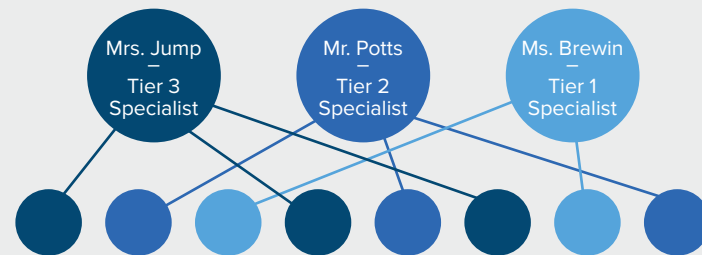
A Variety of Formats

A successful DI implementation requires school-wide support and involvement.

DI students are grouped according to skill level to ensure that their instructional needs are met.

Mrs. Jump — Tier 3 Specialist
Mr. Potts — Tier 2 Specialist
Ms. Brewin — Tier 1 Specialist

Strategic scheduling keeps the day running smoothly.

CONNECTING MATH CONCEPTS	READING MASTERY SE
9:00 AM — Mrs. Jump	9:00 AM — Ms. Brewin
10:00 AM — Mr. Potts	10:00 AM — Mrs. Jump
11:00 AM — Ms. Brewin	11:00 AM — Mr. Potts

3 Master the Method – Onsite

McGraw-Hill Education is a committed partner in professional learning. Districts implementing Direct Instruction can choose from an array of onsite trainings to ensure their programs are taught with fidelity from day one.

Onsite Support

Implementation training

Curriculum Specialists conduct in-person sessions where they leverage the 5 Principles of Effective Professional Development:

1 ▸ **Content-Specific Learning**
2 ▸ **Active Engagement**
3 ▸ **Teaching Models**
4 ▸ **Collaborative Learning**
5 ▸ **Practical Application**

Ongoing support

For Teachers:

Experts visit the school to model instructional best practices, provide feedback, and suggest strategies for improving student performance.

For Administrators and Academic Coaches:

Curriculum Specialists help identify common problems and work with administrators and coaches to implement solutions and effective strategies.

3 Master the Method – Online

Robust online resources support program mastery and long-term success. Targeted professional development is available—anytime, anywhere, on any device.

Online Support

Implementation training

The online [Professional Learning Environment (PLE)](#) is a relevant, practical resource for current implementations to help extend success with continued training. Teaching Tutors offer guidance on topics ranging from classroom management to pacing and error correction. Discussion boards and an online community enable educators to share ideas and best practices.

Ongoing support

Enhance curriculum knowledge with on-demand YouTube Webinars.

4 Teach the Method

Following initial training, DI teachers begin an instructional rhythm that keeps students engaged and motivated. Each student demonstrates mastery before the group moves on to a new concept.

Structure

▶ **Model** – Teachers demonstrate the desired response.

▶ **Lead** – Teachers respond along with students.

▶ **Test** – Students provide the correct response independently.

▶ **Retest** – Teachers provide corrections if needed.

Delivery

The frequent student/teacher interactions of the Direct Instruction method are proven to result in successful outcomes.

These techniques ensure the delivery of frequent interactions:

▶ **Signal** – Signals and group responses hold students' attention.

▶ **Script** – Scripted lessons provide consistency.

▶ **Pace** – Fast pacing keeps students on task.

▶ **Praise** – Praising reinforces correct responses.

Research has revealed that when Direct Instruction teachers consistently asked about 12 questions per minute, students answered correctly about 80 percent of the time and were off-task only 10 percent of the time. When teachers slowed their pace to four questions per minute, students' accuracy rate dropped to 30 percent and they were off-task about 70 percent of the time.[4]
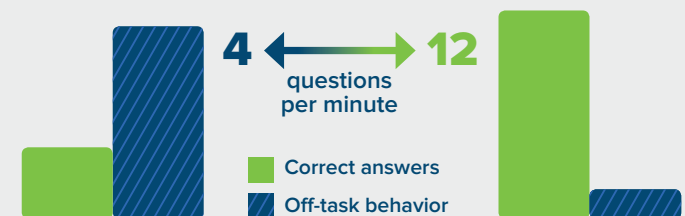
A four-part instructional sequence ensures student mastery.
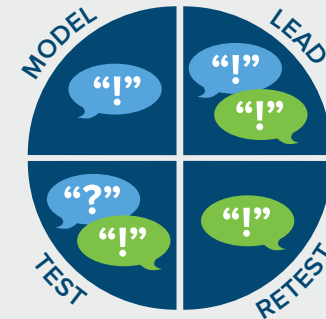
Lessons are presented using consistent, proven techniques.

DI lessons maximize learning in part because their design minimizes distractions.

4 ← questions per minute → 12

■ Correct answers
▨ Off-task behavior

5 See the Results

Direct Instruction programs help hundreds of districts achieve and sustain measurable gains in literacy and mathematics. Because they are so structured, DI programs have the added benefit of improving students' classroom behavior.

90%
85%

Reading ▶
Math ▶

**58%**

51%

Grade K   Grade 1
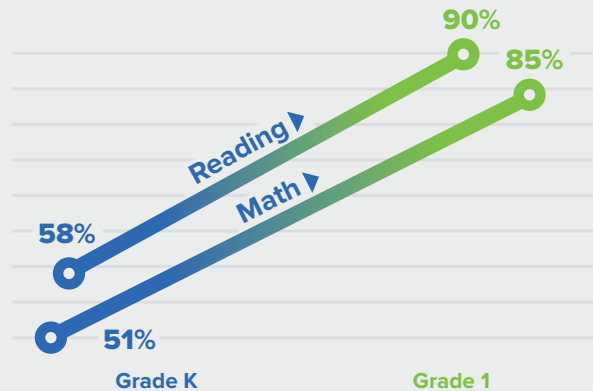
Students performing at or above the 50th national percentile rose from 58% to 90% in reading and from 51% to 85% in math as students moved from kindergarten to first grade.[5]

FALL 2013   WINTER 2014   SPRING 2014

■ Tier 1   ■ Tier 2   ▨ Tier 3
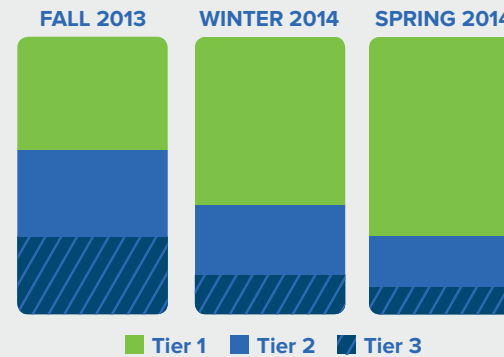
Decrease of Tier 3 students and increase in Tier 1 students across all grade levels.[6]

73%   **81%**
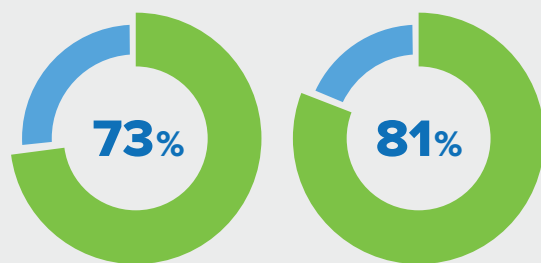
In 2012–2013, grades 3–8 average student reading proficiency was 73%, and math proficiency was 81%.[5]

20% ▶ **83%**
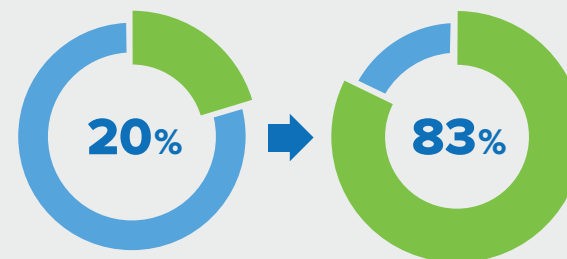
Grade 3 reading test scores in Delaware dramatically improved from 20% to 83% meeting/exceeding state standards in just one year.[7]
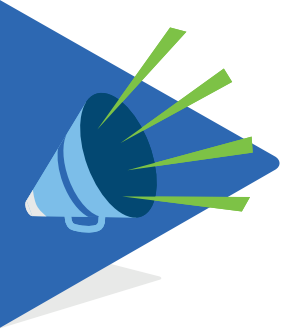
6 Celebrate the Wins

The true impact of Direct Instruction transcends the numbers. You can see it in the eyes of students who are making progress. You can hear it in the words of their teachers:

> *"The real magic of the SRA program is that it turns students into **believers** in themselves."*
> —Dr. Cynthia Alderman, Executive Director of Center Programs

"My strongest memory [of being a DI student] *is a **sense of belonging**. Having personalized groups based on students' abilities really made me feel like each teacher genuinely cared about my learning...I feel that the Direct Instruction program really sets students up for success."*
— Bridget Baxter, former DI student and current Elementary Resource Teacher

"In general, [DI] *gives* [students] *predictability. They understand the routines, they know what to expect, and they see **success**. They say, 'It is easy, and I can do this.' It's helped both the kids and the confidence level of the teachers."*
— Traci Donohue, Program Director of Special Services

*"When he begged to stay and keep reading at the guided table, I smiled a bit brighter. He is making **progress with behavior** as well."*
— A Fifth-Grade Teacher

SHARE: f in

References

1 National Center for Education Statistics, Children and Youth with Disabilities
  http://nces.ed.gov/programs/coe/indicator_cgg.asp

2 *The Nation's Report Card* http://www.nationsreportcard.gov/dashboards/report_card.aspx

3 National Center for Education Statistics, Status Dropout Rates http://nces.ed.gov/programs/coe/indicator_coj.asp

4 Engelmann, S., & Becker, W.C. (1978). *Systems for basic instruction: Theory and applications.* In A.C. Catania and T. A. Brigham (Eds.), Handbook of applied behavior analysis (pp. 325-377). New York: Irvington.

5 *Charter School Celebrates 20 Years of Direct Instruction Partnership*
  https://www.mheonline.com/directinstruction/wp-content/themes/souffle/pdf/Verona-CKCS-Profile-of-Success.pdf

6 *Math Success at John R. Kment Elementary*
  https://www.mheonline.com/directinstruction/wp-content/themes/souffle/pdf/John-Kment-Elementary-Profile-of-Success.pdf

7 *Delaware Charter School Students Maintains High Reading Scores* http://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/program/reading-mastery-signature-edition-2008/research/success-east-side-charter-school-de.pdf

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