



***Effective Instruction:
The Difference between
Mediocrity and Excellence***

*Presented by
Ed Schaefer
on behalf of the
2011 National Autism Conference*

Our Goal

for each & every one of our children

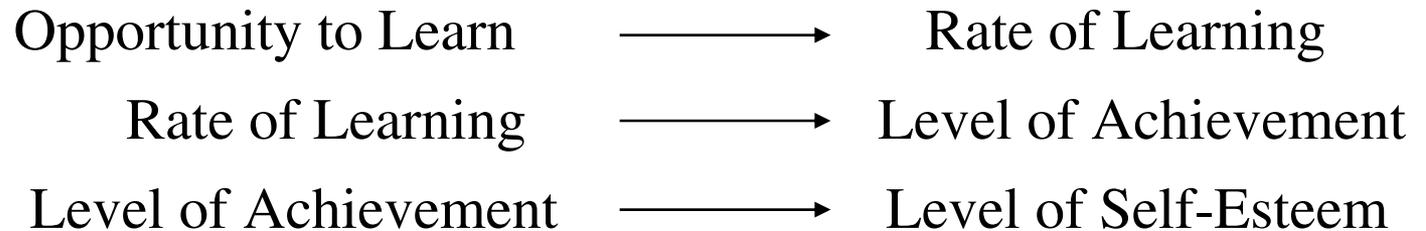
✓ Accelerate Academic Achievement

by

✓ Maximizing Opportunity to Learn



Why: Opportunity to Learn?



Opportunity to Learn

Time Spent Learning

Time Needed to Learn

Goals:

1. *Maximize* Time Spent Learning
2. *Minimize* Time Needed to Learn

Opportunity to Learn: *Time Spent Learning*

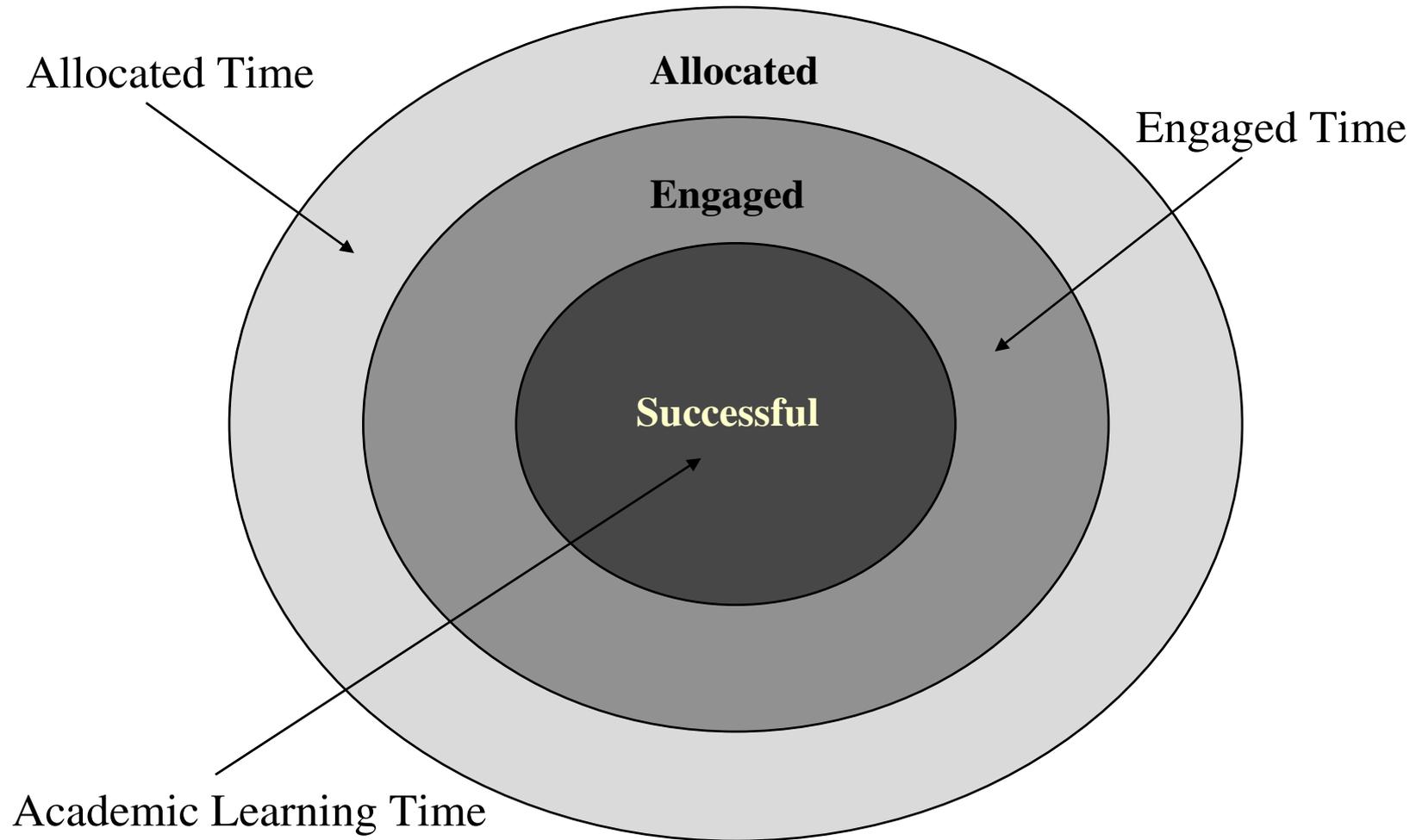
✓ *Criterion Content Covered*

- Curriculum
 - Goals/Objectives
 - Sequence of Objectives
 - Assessments

✓ *Academic Learning Time*

- Allocated Time
- Engagement rate
- Success Rate

Academic Learning Time (ALT)



$$\text{Allocated Time} \times \text{Engagement Rate} \times \text{Success Rate}$$

ALT: Typical Classroom

- 1170 - School Year (6.5 hrs. x 180 days)
- 65 - Absenteeism (1 day/mo. x 10 mos.)
- 1105 - Attendance Time (Time in School)
- 270 - Allocated Non-Instructional Time (1.5 hrs/day for recess, lunch, etc.)
- 835 - Allocated Time (Time scheduled for teaching)
- 209 - Un-Allocated Non-Instructional Time (25% of allocated time for administration, transitions, discipline, etc.)
- 626 - Instructional Time (Time actually teaching)
- 157 - Time Off-Task (Engagement Rate = 75%)
- 469 - Engaged Time (Time On-Task)
- 94 - Unsuccessful Engaged Time (Success Rate = 80%)
- 375 - Academic Learning Time** (Time actually learning)

Efficiency Rating = 32%

ALT: Effective Classroom

1170 - School Year (6.5 hrs. x 180 days)

- 65 - Absenteeism (1 day/mo. x 10 mos.)

1105 - Attendance Time (Time in School)

- 270 - Allocated Non-Instructional Time (1.5 hrs/day for recess, lunch, etc.)

835 - Allocated Time (Time scheduled for teaching)

- 125 - Un-Allocated Non-Instructional Time (15% of allocated time for administration, transitions, discipline, etc.)

710 - Instructional Time (Time actually teaching) [**710** vs 626]

- 71 - Time Off-Task (Engagement Rate = 90%)

639 - Engaged Time (Time On-Task) [**639** vs 469]

- 64 - Unsuccessful Engaged Time (Success Rate = 90%)

575 - **Academic Learning Time** (Time actually learning) [**575** vs 375]

Efficiency Rating = 49%

Typical vs. Effective Classrooms

The Difference

- ✓ *Unallocated Non-Instructional Time*
(Classroom Management & Organization)
75% Vs 85% — 84 Hours
- ✓ *Engagement Rate (Instruction)*
75% Vs 90% — 86 Hours
- ✓ *Success Rate (Curriculum & Instruction)*
80% Vs 90% — 30 Hours
- ✓ **So What?**
200 Hours More ALT
53% More ALT
95 More School Days

Say That Again!

- ✓ 200 hours more Academic Learning Time
- ✓ Based on an Efficiency Rating of 32%, this is
 - 53% more academic learning time
 - Equivalent to 95 more school days

Type of Student	Rate of Learning: <i>Typical</i> School	Rate of Learning: <i>Effective</i> School
Regular	$1/1 = 1.0$	$1.5/1 = 1.50$
Gifted	$1/.75 = 1.33$	$1.5/.75 = 2.0$
SpEd/Ch 1	$1/1.25 = 0.8$	$1.5/1.25 = 1.2$
SpEd/Ch 1	$1/1.25 = 0.8$	$1.5/1.1 = 1.36$

Opportunity to Learn: *Time Needed to Learn*

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- ✓ **Aptitude**
 - Prerequisite Knowledge/Skill
 - Related Knowledge/Skill

 - ✓ **Ability** (to understand/profit from instruction)
 - Language of Instruction
 - Selection/Attention
 - Practice/Perfect Practice
 - Elaboration
 - Organization & Integration
 - Monitoring/Adjusting

Opportunity to Learn: *Time Needed to Learn*

- 
- ✓ **Role Clarity**
 - Knowledge of Role Demands
 - Clear Expectations, Rules, and Procedures
 - Vision
 - Sense of present/future purpose
 - ✓ **Commitment/Perseverance/Motivation**
 - Value (placed on learning tasks)
 - Intrinsic/Extrinsic
 - Sense of Efficacy
 - Self-Concept
 - Locus of Control

The Fundamental Teaching Paradigm

Model – My Turn

Lead – Our Turn

Test – Your Turn

Engagement: Group Responses

- 1) Use a group response format whenever the response you're looking for is both "convergent" (i.e. one and only one correct answer) and "short" (i.e. simple sentence or less). Use an individual response format whenever a correct response is either "divergent" or "lengthy".
 - a) There are four criteria for a correct group response: (1) every student responds, (2) fluently or like they talk, (3) on signal, (4) content correct. Make it a habit to repeat all responses until the students, as a group, meet all four criteria. This is the meaning of "repeat until firm" which appears in almost every script in every one of the DI programs. Remember: what is accepted is reinforced, and thus repeated.
 - b) Remember that every group response must be cued by a signal; the nature or form of the signal depends on where the students' eyes should be. Signals enable teachers to control "think time", and students to respond as a group, thus increasing student attention, active participation, and content mastery.
 - i) Provide a clear, consistent visual signal (point-touch, loop, tap, slash, etc.) when the children are looking at the board or the Teacher Presentation Book; use the "hand-drop" signal when they are looking at you.
 - ii) Provide an equally clear and consistent audible signal (finger snap, clap, voice inflection, etc.) when the children are looking at their textbook or workbook.
 - iii) When giving "think time", provide a "get ready" to tell the students that the signal is coming. The "get ready" comes immediately before the signal; alternatively, the signal comes immediately after the "get ready". When preparing your lesson, add a "get ready" (write a "GR" in the script) wherever the students need think time or a bit more structure to respond accurately and fluently.

Engagement: Individual Responses

1. To keep everyone attending and provide covert practice to those not responding overtly, present individual turns in a random or **maximally unpredictable** order, even to the point of calling on the same student twice in a row or looking at one student and calling on another. This increases student attentiveness, engagement, and covert practice opportunities. When presenting individual turns, follow this sequence:
 - a) First, secure everyone's attention; then, present the task or ask the question
 - b) Provide think time as needed; then, say "Get Ready"
 - c) Call a student by name *immediately after* the "get ready" (the student's name is always the **last** step in an individual turn)

Engagement/Success: Think Time

1. By their very nature, individual response questions are more difficult than group response opportunities. Therefore, 4-5 seconds of think time is especially important during individual turns, OR whenever the students are answering incorrectly, hesitantly, or not as a group. Think time enables everyone to “think about and prepare” an adequate response, even though only one student may actually respond overtly.
2. Remember that “think time” is always quiet. Prior to giving think time, state the question once, and only once. Then provide 4-5 seconds of think time. Do not repeat the question or engage in any other verbal behavior during think time. This insures that nothing else (e.g. your voice) competes with what the students are “thinking about”. This latter point also facilitates the transformation of individual response opportunities into group response opportunities (e.g. repeating a question to the group, after having received a satisfactory response from an individual).

Success: Vocabulary

- 1) To increase the depth and breadth of your students' vocabulary knowledge, insert "ask-backs" then transpose or "flip-flop" the vocabulary words at every feasible opportunity; usually, whenever the script says, "What's another way of saying . . .".
 - a) For example, the vocabulary word is "farewell" and the script teaches that "another way of saying good-bye is farewell"; follow these steps:
 - b) Say, "Another way of saying good-bye is farewell".
 - c) Insert the ask-back: "What's another way of saying good-bye?"
 - d) Insert the flip-flop: "So, what's another way of saying farewell?"
 - e) The script then presents a sentence saying, "Bill said good-bye to Hillary"; then inserts an ask-back: "What's another way of saying, 'Bill said good-bye to Hillary'?"
 - f) After the students respond to this task correctly, you insert the flip-flop: "So, what's another of saying, 'Bill said farewell to Hillary'?"
 - g) Since this suggestion amounts to adding structure and content to the lesson plan, you will have to study your lesson plans carefully ahead of time so you can identify which words to transpose and make your added wording consistent with what is already in the script.

Success: Vocabulary Review

1. When teaching students vocabulary, build in a “review of previous words” as you go from one word to another in the script; follow this sequence:
 - a) Prior to teaching the designated vocabulary for the lesson, complete all the word lists assuring both accuracy and fluency. Then teach all the vocabulary as one, integrated activity. This will allow you to build in a “cumulative review” of the vocabulary words as you progress through the list of vocabulary words.
 - b) Teach the first vocabulary item; insert “ask-backs” and “flip-flops” if feasible
 - c) Teach the second vocabulary item; insert “ask-backs” and “flip-flops” if feasible Before teaching the third vocabulary item, pose a one or two review questions directed at the first and second vocabulary items; keep these review questions “short and sweet”, and maintain a quick pace throughout.
 - d) Teach the third vocabulary item; insert “ask-backs” and “flip-flops” if feasible
 - e) Before teaching the fourth vocabulary item, pose a one or two review questions directed at the first, second, and third vocabulary items; keep these review questions “short and sweet”, and maintain a quick pace.
 - f) Teach the third vocabulary item
 - g) Repeat the procedure for any remaining vocabulary items

Engagement/Success: Text Fluency I

1. Make sure that students are always “tracking and tapping” properly, whenever you, they, or other students read. Proper tracking increases on-task behavior while significantly improving reading fluency and comprehension; so it’s worth making sure that it’s done correctly:
 - a) Students should track with their “index finger”, and only their index finger.
 - b) Students should track under the words, not over or alongside the words.
 - c) The student’s finger should touch the page lightly; there is no need for them to press hard on the page.
 - d) The student’s finger should glide smoothly across the page in one, fluid motion. (Do not let students “pop/bounce” their finger up and down as they track across the page; the student’s finger should remain in contact with the page at all times. Additionally, do not let the students move their finger in “jerky motions” as they track across the page.)
 - e) To read fluently and comprehend text, students need to pause at all the punctuation: one second at internal or within-sentence punctuation (e.g. comma, colon, dash), and two seconds at external or end-of-sentence punctuation (e.g. period, semi-colon, question mark, exclamation point). Therefore, when tracking, students should (quickly and quietly) tap once at all internal punctuation, and tap twice at all external punctuation.
 - f) Whenever you read to students, provide a “get ready” to signal the simultaneous start of your reading and their tracking along.
 - g) Remember to monitor tracking closely, generously praise students for tracking properly, model proper tracking yourself, and if necessary, physically prompt students who are having trouble developing this helpful habit. You can do this by tracking above the line of text while the student tracks below the line of text; or by placing your hand atop the student’s hand, and physically but gently guiding their tracking under the line of text.
 - h) Be diligent in monitoring and reinforcing this critical strategy. Be generous with your praise for this fluency-building behavior.
 - i) If everyone is not “tracking & tapping” when you or a student reads a selection, then stop immediately, remind them to “track & tap”, then start reading that portion again.
 - j) If, when a student reads a paragraph or selection, the student was not fluent AND did not track and tap properly, physically guide the student’s tracking while you simultaneously re-read the paragraph or selection aloud for fluency. Then have the student re-read the selection like you did; closely monitor and generously reinforce the student for improving both “fluent reading” and proper “tracking & tapping”.

Engagement/Success: Text Fluency II

1. Whenever students fail to read fluently or “like they talk” (even if all the words were decoded correctly), you re-read the sentence, selection, or paragraph fluently and then ask the student to re-read the selection following your fluent model. Keep your wording to a minimum, so the entire procedure goes rather quickly:
 - a) Wait until the child finishes reading the entire selection or paragraph that was assigned.
 - b) Say, “Accurate reading, student name (e.g. Accurate reading, Billy Bob)! My turn to re-read just like I talk; everyone return to the beginning of the selection/paragraph and track & tap as I read; get ready”.
 - c) Re-read the selection fluently. Remember to slightly exaggerate your pausing at the punctuation to get across the notion of reading in “thought units”; however, do not exaggerate the expression as everyday or conversational expression is the instructional goal here.
 - d) Make sure the children are “tracking & tapping” properly as you re-read. To help with this, give the students a “Get ready” immediately before you begin to read.
 - e) After you’ve re-read the selection fluently, give it back to the original child by saying, “Your turn, Billy Bob; read it just like I did; get ready”. The other students should track & tap along once more.
 - f) If, when a student reads a paragraph or selection, the student was not fluent AND did not track and tap properly, physically guide the student’s tracking while you simultaneously re-read the paragraph or selection for fluency. Then have the student re-read the selection like you did; closely monitor and generously reinforce the student for improving both “fluent reading” and proper “tracking & tapping”.
 - g) If, after the child re-reads, there is any improvement at all (even though the child may not have measured all the way up to your model), move on. If there is literally no improvement whatsoever, repeat this procedure just once more before moving on. Praise improvement by stating specifically what the student did to improve fluency (e.g. paused appropriately at the punctuation).
 - h) Before reading a text with the group, very quickly review the 3 elements of fluency: (1) read like you talk (not too fast/not too slow), (2) “track & tap” so as to pause appropriately at the punctuation, and (3) read with expression by emphasizing the important words. Again, be quick about all this; keep teacher talk to a minimum, so the entire procedure goes rather quickly and smoothly.

Engagement/Success: Text Fluency III

Reciprocal Reading

Completed one-on-one with an adult or higher functioning student. Student reads a word and then the teacher reads the next word, alternating for each word in the story.

This strategy forces students to move their eyes more quickly to the next word. Fluency is as much a physical issue (moving eyes quickly to the next word) as it is a decoding issue.

Echo Reading

Completed one-on-one with an adult or higher functioning student. The teacher models the paragraph fluently as the student “tracks & taps” while reading along silently; immediately thereafter the student reads it back to the teacher. The student should always “track & tap” while making every attempt to read as fluently as the initial model.

For fluent student reading to occur, the teacher must model good reading. Good models show students how to pause at commas, stop at periods, use inflection and move their fingers more quickly under the words. Echo reading accomplishes all of these goals.

Model-Lead-Test Reading

Done individually, the teacher stands behind the student, places finger on top of the student’s and teacher reads as they track. The next reading, the teacher does the same; however, this time the student reads with a heavy teacher lead. The final reading is student-read with no teacher prompts.

With this intervention, the teacher demonstrates both the physical process of moving the finger quickly under the words and the model of pauses, expression and inflection.

Graphed Readings

Done individually, the student reads a selected passage and afterwards graphs the number of words read per minute and the number of errors.

Engagement/Success: Comprehension I

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- 1) During any sort of vocabulary or comprehension instruction, before you ask any questions, get everyone's attention by having all the students look at you. Then, let the students know if it's a group response question or an individual response question. This will enable you to manage "think time" and other elements of each lesson/discussion for the benefit of all your students, not just the brightest or most vocal. Follow these steps:
 - a) Say, "Finger on your place, eyes on me, show me ready".
 - b) Preface every question with one of the following:
 - i) Say, "Everybody" before you ask a group response question; after you ask the question, provide think time and then cue the response with a "get ready" immediately followed by an appropriate signal. If the students are looking at you, use the "hand drop" signal to manage all subsequent group responses. If they're looking at their materials, then provide an audible signal to manage group responses. Make sure that everyone keeps their eyes on you AFTER you ask the question!!!
 - ii) Say, "Individual turn" before you ask an individual response question; after you ask the question, provide think time and then call a student's name. Never allow "call outs"; moreover, do not have the students raise their hands as these behaviors tend to interfere with "thinking" and may discourage the more timid child from responding. Rather, you identify each child to respond, as this gives you complete control over the entire instructional process, including "think time". Make sure that everyone keeps their eyes on you AFTER you ask the question!!!
 - c) When asking a comprehension question, be sure to ask the question only once, then provide 4 seconds or so of think time. Do not repeat the question during think time. This will increase student attentiveness to the comp questions, and insure that think time is not interrupted by repeating the original question.
 - d) Subsequent to an individual response question, at your discretion, repeat the student's acceptable answer to the group (paraphrase, if necessary), Make sure that you repeat the correct answer from the individual at least twice; do NOT alter your wording from one repetition to the next. Then turn the individual question into a group question, to which the students respond with the answer you just repeated. This will increase student participation, and enhance all the students' knowledge of the content tapped by the question.

Engagement/Success: Comprehension II

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1. When a student response contains more than one part or phrase, teach the response in phrases or parts, using your fingers to signal each phrase or part. For example, consider the definition of a “kite kit”: **“a kite kit is a package – that contains all the parts – to build a kite”**. When you first model the rule, say the rule in phrases, holding up a finger for each phrase. So, you would hold up **one finger** and say **“a kite kit is a package”**; then, while you hold up the **second finger**, say **“that contains all the parts”**; then, while you hold up a **third finger**, say **“to build a kite”**. Remember to pause no more than one or two seconds between each phrase and signal. You would then repeat this phrase by phrase reading, along with the multiple signals, as you lead and then the test the students.
 - a) Remember the basic teaching paradigm: model – lead – test!
 2. When students have trouble beginning a statement or answer properly (e.g. What is a “kite kit”/A kite kit is ...), try the following:
 - a) Present the task or ask the question,
 - b) Then immediately say, “Begin with xxx (the first word or few words of the statement/answer)”
 - c) Wait 3 seconds for “think time”
 - d) Say, “Get ready”; then “signal” immediately after the “get ready”
 3. Use a complete sentence to verify or confirm a correct response to a vocabulary or comprehension question. Such a complete or elaborated confirmation will increase both short- and long-term retention of the vocabulary item or comprehension-related material.

Instructional Routines for Maximizing Student Engagement & Success *

<p>Strategy:</p> <p>•Focus</p>	<p>Engage students when introducing topics or explaining directions.</p> <p>a. Students <u>look</u> at teacher, board or <u>point</u> to key words.</p> <p>b. Teacher presents key information and students repeat important information.</p> <p>c. Students explain key aspects to partners.</p>	<p>Example</p> <p>A. “Look/point to <u>(title/paragraph/word)</u> on p. ___”</p> <p>B. “Today we are reviewing the central nervous system” “What is our topic?” (<i>Signal for choral response</i>)</p> <p>C. “Everybody, tell your partner what you remember about the central nervous system. You have 30 seconds. Go.”</p>
<p>Strategy:</p> <p>•Think Time</p> <p>•Signals</p> <p><small>* Authored by Cyndi Caniglia & Wayne Callendar</small></p>	<p>Students actively engaged/respond during all phases of instruction.</p> <p>a. Students respond chorally when responses require a short answer If blurting occurs, remind students to wait for the signal and re-ask the question.</p> <p>b. Students respond individually or to a partner when responses require lengthy or more than one possible answer.</p> <p>c. Students are held accountable for what their partner says.</p>	<p>A. “Everybody, motor nerves carry messages where? (Think Time) “Get ready,” (<i>Signal for choral response.</i>)</p> <p>“Partner A, tell Partner B what sensory nerves do, partner B listen for accuracy” (<i>Signal</i>)</p> <p>“Partner B, tell Partner A what motor nerves do, Partner B listen for accuracy” (<i>Signal</i>)</p> <p>Individual turn, tell me what your partner said about motor nerves. (Think time) <i>Call on a student.</i></p>

Instructional Routines for Maximizing Student Engagement & Success *

<p>Strategy:</p> <p>•Individual Turns</p> <p>•Corrections</p> <p><small>* Authored by Cyndi Caniglia & Wayne Callendar</small></p>	<p>Students are called on for individual responses to:</p> <ul style="list-style-type: none">•Check general understanding of group•Check mastery of students who may struggle•Send message all students must be engaged and ready to respond at all times <p>A.Call on students in an unpredictable order with student name last.</p> <p>B.Errors:</p> <ol style="list-style-type: none">1.Immediately correct errors using “My turn” or “It is…” format.2.Follow all errors with a delayed test before ending the lesson.	<p>A. Group then individual response:</p> <ol style="list-style-type: none">1.“I’ll name different messages, you tell me if each messages goes to the brain or from the brain.”2.“Everybody, your foot hurts. Is it a sensory nerve or a motor nerve?” (Think Time) “Get ready,” (<i>Signal for choral response.</i>)3.Repeat for several examples including examples of sensory nerves and motor nerves.4.“Individual turns. Be ready for me to call on you. Your stomach hurts. Is it a sensory nerve or motor nerve? (Think time). <i>Call on a student.</i> <p>A. Group or individual student responds incorrectly:</p> <ol style="list-style-type: none">1.“My turn. If your stomach hurts the message goes to the brain. It is a sensory nerve.2. Everybody, what kind of nerve is it if your stomach hurts?” (Think Time) “Get ready,” (<i>Signal for choral response.</i>)3. Why? (Think time). “Get ready,” (Signal for choral response.) “Yes, because sensory nerves carry messages to the brain.”4.Let’s try that again.
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Instructional Routines for Maximizing Student Engagement & Success *

<p>Strategy:</p> <ul style="list-style-type: none">• Verification• Extension <p><i>* Authored by Cyndi Caniglia & Wayne Callendar</i></p>	<p>A. Verification: Each time the group or an individual student states an answer, reinforce and confirm the answer by repeating it back to the group <i>in a complete sentence</i> if possible.</p> <p>B. Check Students' Understanding</p> <ul style="list-style-type: none">• Deep processing questions• Examples/Non-examples• Students generate examples• Sentence starter	<p>A. Yes. Motor nerves carry messages from the brain.</p> <p>B. Questions:</p> <ol style="list-style-type: none">1. "What could interfere with sensory nerve messages?"2. "Would feeling pain be an example of a motor nerve?"3. "Tell your partner an example of a motor nerve."4. "Explain to your partner what sensory nerves do."5. Start your sentence by saying, 'Motor nerves....' Then tell why."
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Print Resources

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- ✓ Adams, G., & Engelmann, S. (1996). *Research on Direct Instruction: 25 Years Beyond Distar*. Seattle, WA: Educational Achievement Systems (Available from the Association for Direct Instruction: 800-995-2464)
 - ✓ American Institutes for Research. (1999). *An Educators' Guide to Schoolwide Reform*. Washington, D.C.: American Institutes for Research (Available from the Educational Research Service: 800-791-9304; Ask for Stock # 0309)
 - ✓ Association for Supervision & Curriculum Development. Transplanting Success: Good News from a Study of School Improvement. *Educational Leadership*, 41 (3): November 1983 pp. 3-37 & 65-72
 - ✓ Carnine, D., et al. (2004). *Direct Instruction Reading*, (4th Edition). Upper Saddle River, NJ: Prentice-Hall Inc.
 - ✓ Coleman, J.S., Campbell, E.Q., Hobson, C.J., McPartland, J., Mood, A.M., Weinfeld, F.D., & York, R.L. (1966). *Equality of Educational Opportunity*. Washington, DC: U.S. Government Printing Office.
 - ✓ Collins, J., (2001). *Good to Great*. New York, NY: HarperCollins Publishers, Inc.
 - ✓ Crandall, D., & Loucks, S. (1983). *A Roadmap for School Improvement: Executive Summary of the Study of Dissemination Efforts Supporting School Improvement*. Andover, MA: The Network
 - ✓ **Denhan, C. & Liberman, A. (1980). Time to Learn: A Review of the Beginning Teacher Evaluation Study. Washington, D.C.: National Institute of Education**
 - ✓ Ellis, A., & Fouts, J. (1997). *Research on Educational Innovations*, (2nd Edition). Larchmont, NY: Eye on Education
 - ✓ Emmer, E., et al. (1989). *Classroom Management for Secondary Teachers*. Upper Saddle River, NJ: Prentice-Hall Inc.
 - ✓ Evertson, C., et al. (1989). *Classroom Management for Elementary Teachers*. Upper Saddle River, NJ: Prentice-Hall Inc.
 - ✓ Grossen, B. (1998). *All Children Want to Learn: The Research Base for Reading Mastery*. Columbus, OH: Science Research Associates (Available from SRA: 888-772-4543)
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 - ✓ Hirsch, Jr., E.D. (1996). *The Schools We Need and Why We Don't Have Them*. New York, NY: Doubleday
 - ✓ Joyce, B., E. Calhoun, and D. Hopkins. 1999. *The New Structure of School Improvement: Inquiring Schools and Achieving Students*. Philadelphia, PA: Open University Press.
 - ✓ Joyce, B. R., and B. Showers. 1982. *The Coaching of Teaching*. *Educational Leadership* 40 (1), 4-16.
 - ✓ Maloney, M. (1998). *Teach Your Children Well: A Solution to Some of North America's Educational Problems*. Cambridge, MA: Cambridge Center for Behavioral Studies
 - ✓ Marchand-Martella, N., et al. (2004). *Introduction to Direct Instruction*. Boston, MA: Pearson Education, Inc.
 - ✓ National Commission on Excellence in Education. (1983). *A Nation at Risk: The Imperative For Educational Reform*. Washington, DC: U.S. Government Printing Office.
 - ✓ National Council on Teacher Quality. (2006). *What Education Schools Aren't Teaching about Reading and What Elementary Teachers Aren't Learning*. Washington, D.C.: NCTQ
 - ✓ Northwest Regional Educational Laboratory: Research on School Effectiveness Project. (1982; 1984; 1995). *Topic Summary Report: Direct Instruction*. Portland, OR: NWREL
 - ✓ Paine, S., et al. (1983). *Structuring Your Classroom for Academic Success*. Champaign, IL: Research Press (Available from the Association for Direct Instruction: 800-995-2464)
 - ✓ Sprick, R., et al. (1998). *Champs: A Proactive and Positive Approach to Classroom Management*. Longmont, CO: Sopris West
 - ✓ Stein, M., et al. (2006). *Designing Effective Mathematics Instruction: A Direct Instruction Approach*, (4th Edition). Upper Saddle River, NJ: Pearson Prentice-Hall Inc.
 - ✓ Willingham, Daniel T. (2009) *Why Don't Students Like School: A Cognitive Scientist Answers Questions About How the Mind Works & What It Means for the Classroom*. San Francisco, CA: John Wiley & Sons.

Web Resources

- ✓ <http://www.adihome.org/> (Association for Direct Instruction)
- ✓ <http://www.mathematicallycorrect.com/> (Mathematically Correct)
- ✓ <http://www.aasa.org/reform/approach.htm> (Educator's Guide to Schoolwide Reform)
- ✓ <http://www.sra4kids.com/teacher/directin/default.html> (SRA – Direct Instruction)
- ✓ <http://www.behavior.org/> (Cambridge Center for Behavioral Studies)
- ✓ <http://www.uscharterschools.org/> (US Charter Schools HomePage)
- ✓ <http://idea.uoregon.edu/~ncite/> (National Center to Improve the Tools of Educators)
- ✓ <http://darkwing.uoregon.edu/~bgrossen/> (Bonnie Grossen HomePage)
- ✓ <http://darkwing.uoregon.edu/~adiiep/> (Effective School Practices)
- ✓ <http://www.rmit.EDU.AU/departments/ps/staffpgs/hempens.htm> (Kerry Hempenstall HomePage)
- ✓ <http://www.uncwil.edu/people/kozloffm/> (Martin Kozloff [UNC – Wilmington] HomePage)
- ✓ <http://www.uncwil.edu/people/kozloffm/Resources.html> (Kozloff: DI Links)
- ✓ <http://www.interlog.com/~klima/ed/research.html> (Research on Effective Practices)
- ✓ <http://darkwing.uoregon.edu/~adiiep/rdgtxt.htm> (Research Base for Reading Mastery)
- ✓ <http://www.interlog.com/~klima/ed/readit.html> (Effectively Teaching Children to Read)
- ✓ <http://www.noexcuses.org/articles/0198prarticle.html> (No Excuses.org)
- ✓ <http://www.readbygrade3.com/> (Ready by Grade 3)
- ✓ <http://johnl.edschool.virginia.edu/instruction/index.html> (John Wills Lloyd [Univ. of Va.] HomePage)
- ✓ <http://www.edexcellence.net/index.html> (Thomas B. Fordham Foundation)
- ✓ <http://www.nichd.nih.gov/publications/nrppubskey.cfm> (NICHD: National Reading Panel)



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